

VISIT...

LANZAROTE
Caliente.COM

Living Together

A Reading A-Z Level H Benchmark Book

Word Count: 250

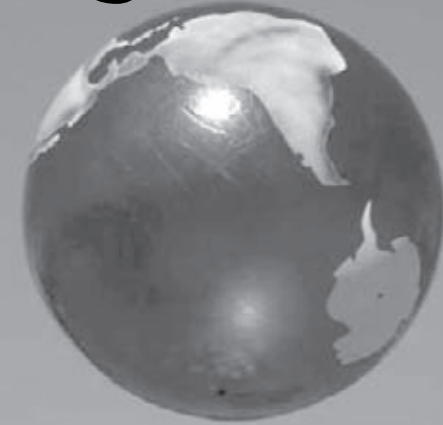


Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

BENCHMARK • H

Living Together



Written by Chuck Garofano

www.readinga-z.com

Living Together

Photo Credits:

Front cover, back cover, title page, pages 3, 4, 5, 8, 14, 15, 16:
© clipart.com; pages 6, 7: © Victor Englebert; page 9: file; pages 10,
11: © Bryan & Cherry Alexander Photography; page 12: © Keren Su/
CORBIS; page 13: © Dean Conger/CORBIS.



Written by Chuck Garofano

www.readinga-z.com

Living Together
Level H Benchmark Book
© Learning A-Z, Inc.
Written by Chuck Garofano

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

Table of Contents

Introduction 4

Villages 6

Communities That Move 10

Cities 14

Conclusion 16



Introduction

A community is made of
a group of people who live together.



Villages

A village is a small community.

There are different kinds of villages.

In this village, everyone lives
in one house.

The house is shaped like a ring.



People in different communities
live in different ways.

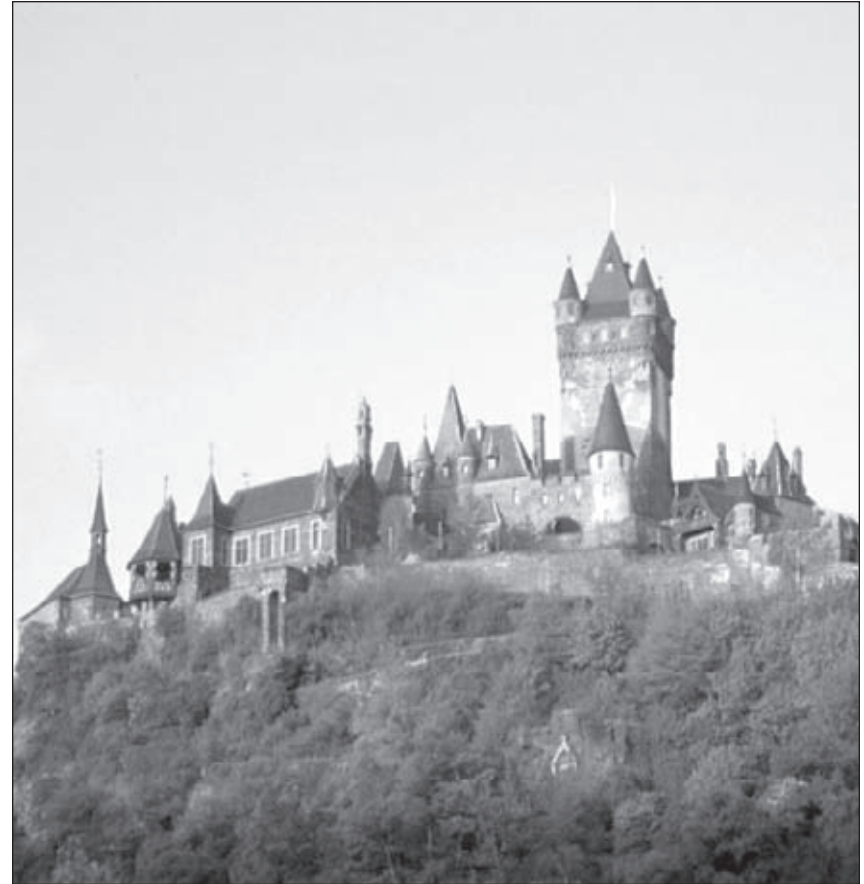


▲ A circular Yanomami village



▲ A family in their hammocks around a cooking fire

Each family has a fire to cook food.
They also have places to sit or rest.
Children play in the center
of the ring.



▲ A very old castle

Long ago, some villages had a castle
in the center.
One family lived in the castle.
That family owned all the land
in the village.

Other families lived in houses
in the village.
Some families grew food.
Other families made things like tools.



▲ A painting of people growing crops near a castle



▲ A family fishing

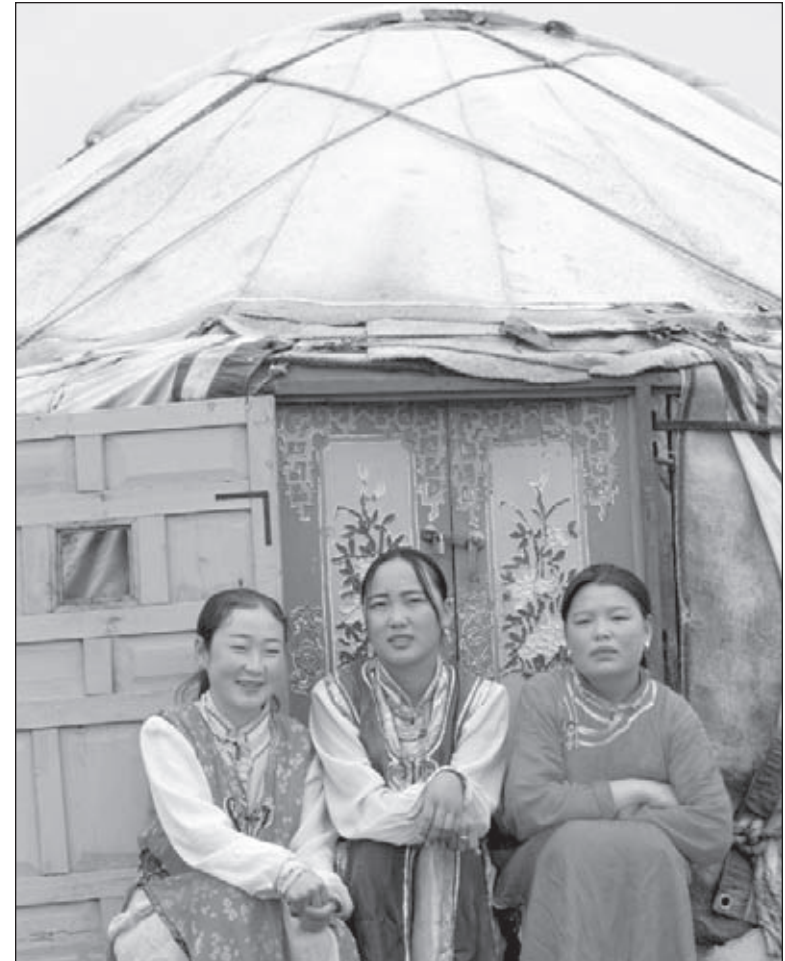
Communities That Move

Some people live in communities
where there is very little food.
They move from place to place
to find food.
In this community, some families
move in the winter.

Some go to hunt animals.
Other families stay by the ocean
to fish.
In summer, there is more food
in one place.
All the families live together again.



▲ Many families together



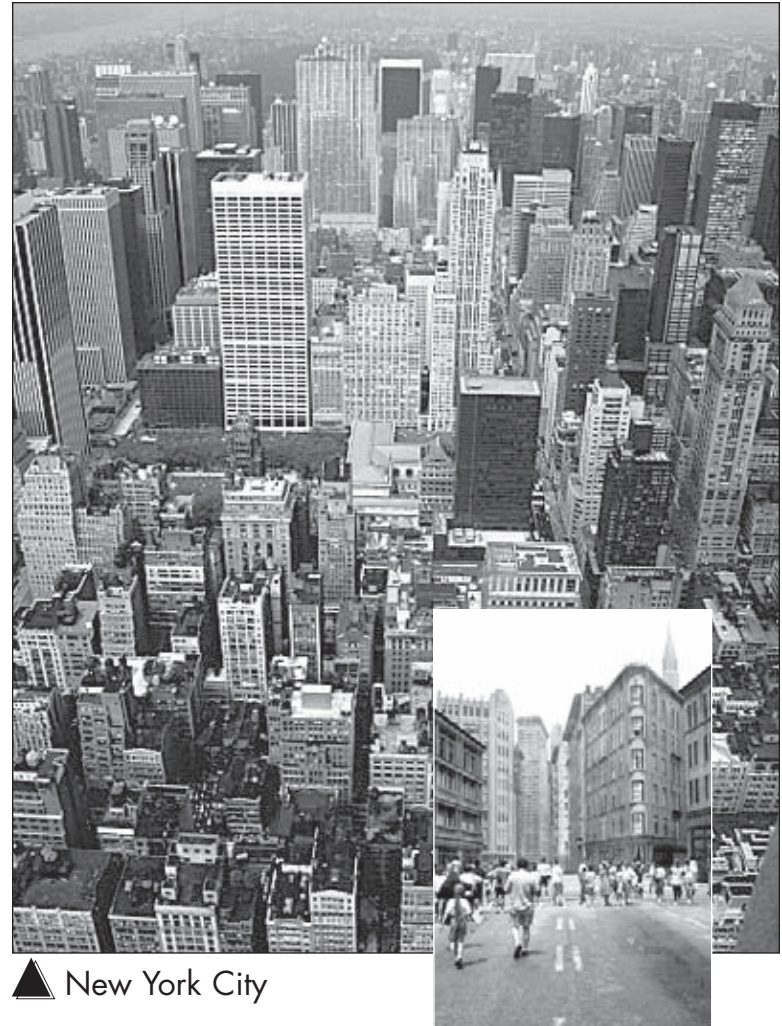
▲ Women in front of their round tent

This desert community also moves
to find food.
The people live in tents
and raise horses.

The horses eat grass.
There is not much grass in the desert.
The community moves when
the horses need more grass.
The families can move their
tents easily.



▲ Desert people on the move



▲ New York City

Cities

A city is a very large community.
It is made of many small communities
called neighborhoods.



People in neighborhoods
live, work, and play together.



Conclusion

There are many kinds of communities.

Who are the people
in your community?



Reading a-z Running Record

Level H

Student's Name _____ Date _____

Living Together
116 words

Have the student read out loud as you record.

Assessed by _____

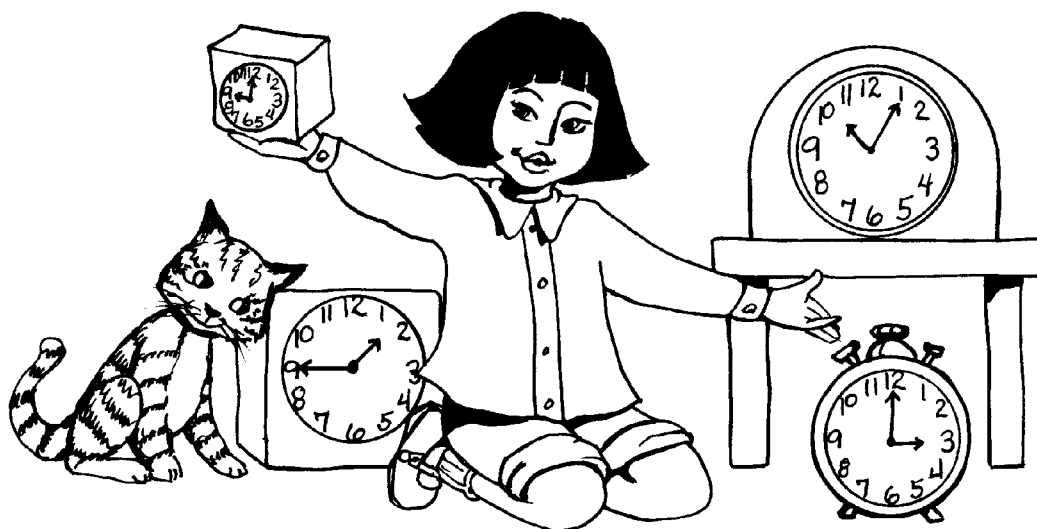
page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Introduction A community is made of a group of people who live together.								
5	People in different communities live in different ways.								
6	Villages A village is a small community. There are different kinds of villages. In this village, everyone lives in one house. The house is shaped like a ring.								
7	Each family has a fire to cook food. They also have places to sit or rest. Children play in the center of the ring.								
8	Long ago, some villages had a castle in the center. One family lived in the castle. That family owned all the land in the village.								
9	Other families lived in houses in the village. Some families grew food. Other families made things like tools.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

How Long Does It Take?

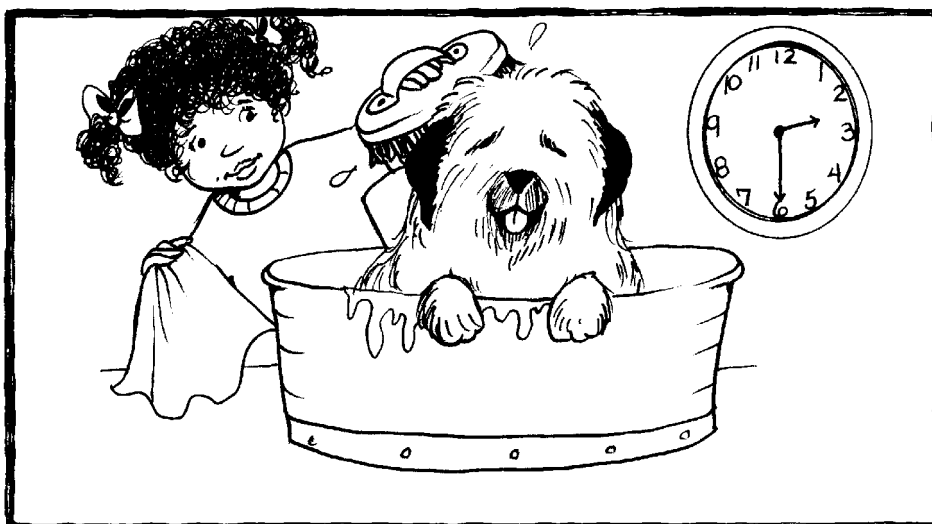


Written by Ned Jensen • Illustrated by Kathleen McCord

www.readinga-z.com

How Long Does It Take?

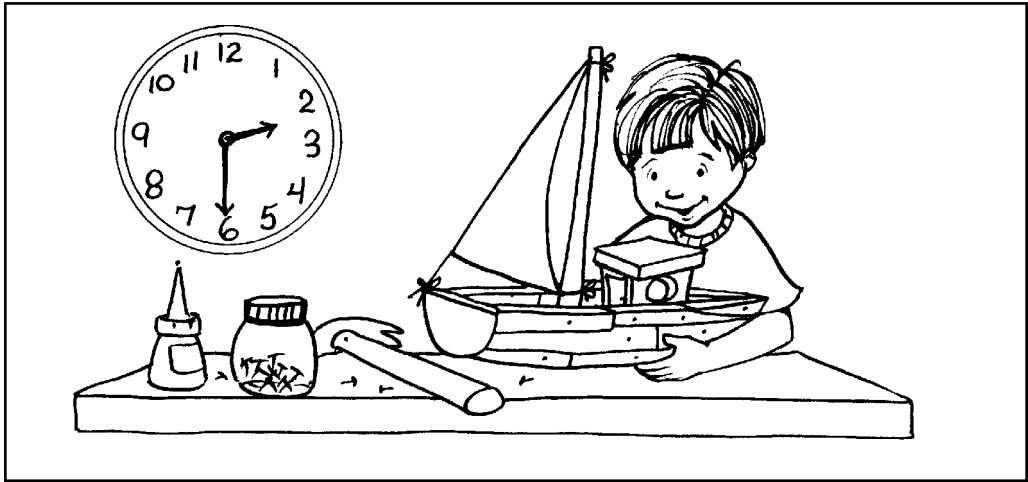
A Reading A-Z Level H Benchmark Book • Word Count: 291



 **Reading a-z**

Visit www.readinga-z.com for thousands of books and materials.

How Long Does It Take?



Written by Ned Jensen
Illustrated by Kathleen McCord
www.readinga-z.com

Correlation	
LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

How Long Does It Take?
Level H Benchmark Book
© Learning A-Z, Inc.
Written by Ned Jensen
Illustrated by Kathleen McCord
All rights reserved.
www.readinga-z.com

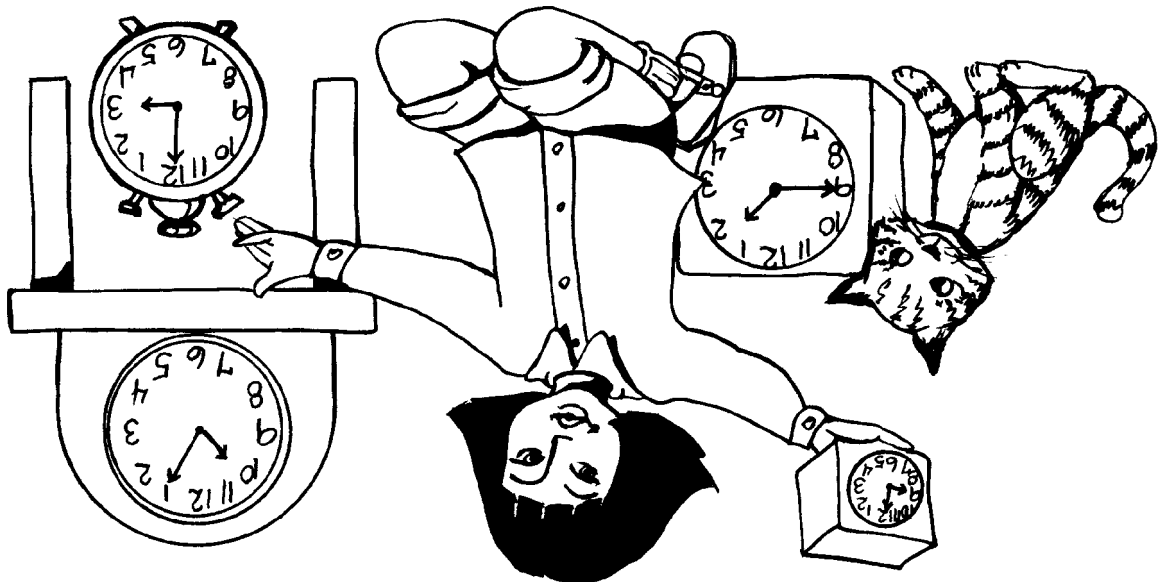


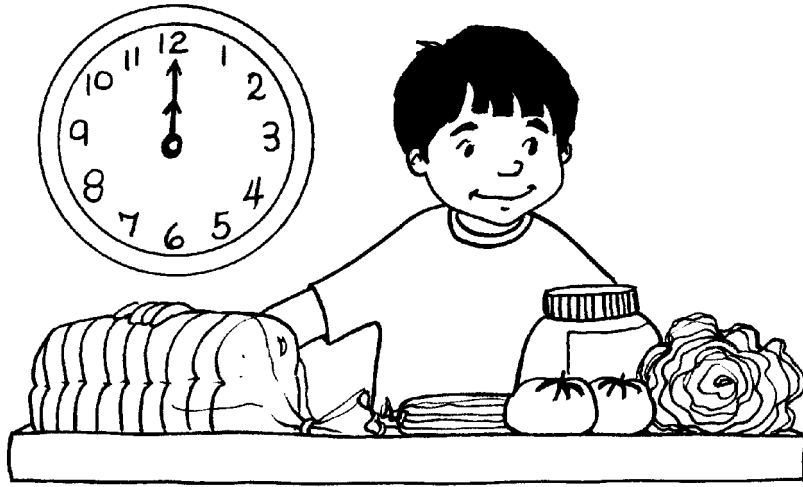
Everything we do takes time.
But how much time does it take?

3

4

Does it take seconds?
Does it take minutes?
Does it take hours?





Pablo wanted to make a sandwich.

He began at 12:00.

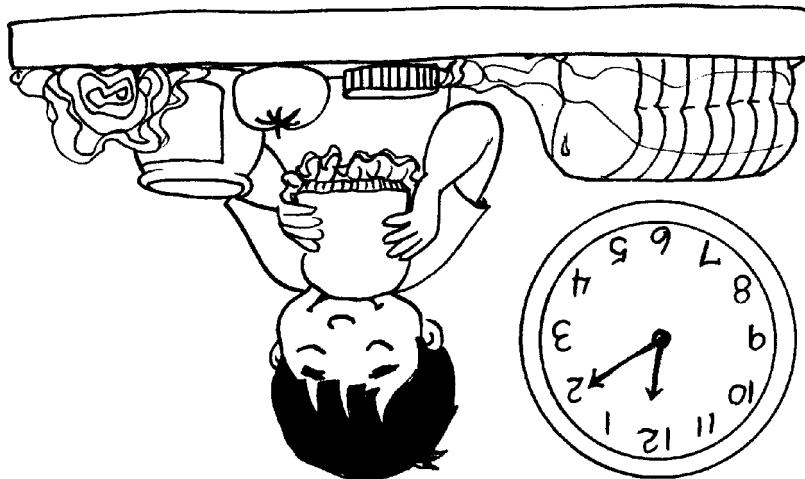
The big hand was pointing at the twelve.

The little hand was pointing at the twelve, too.

5

Pablo finished making the sandwich.
The big hand was pointing at the two.
The little hand was just past the twelve.
It took Pablo ten minutes to make the sandwich.

6



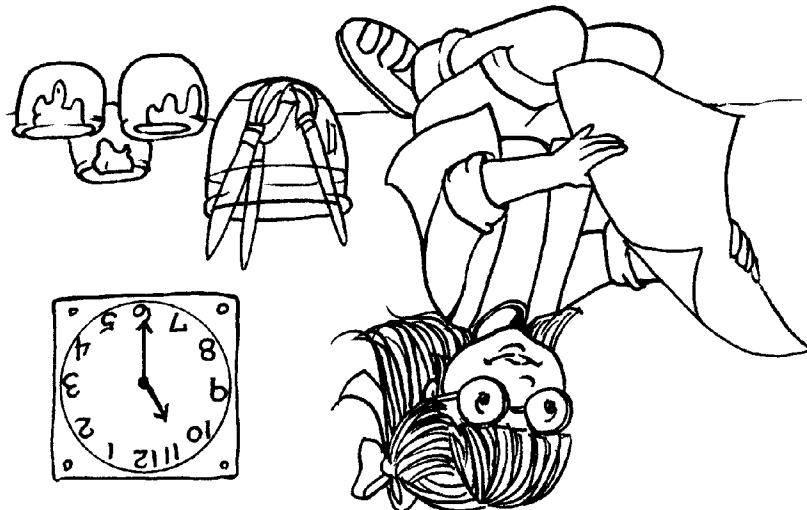


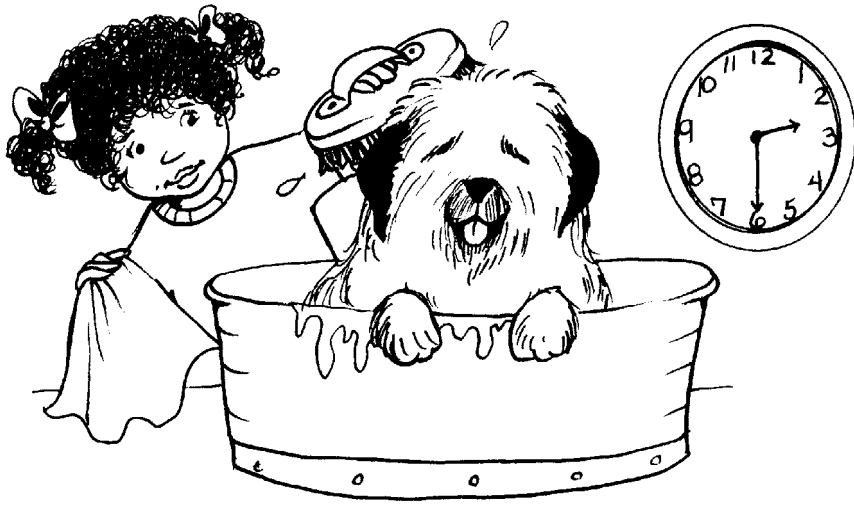
Amy wanted to paint a picture.
 She began at 10:00.
 The big hand was pointing at the twelve.
 The little hand was pointing at the ten.

7

Amy finished her painting.
 The big hand was pointing at the 6.
 The little hand was between the ten and the eleven.
 It took Amy 30 minutes to paint the picture.

8





Jamie wanted to give her dog a bath.

She started at 2:30.

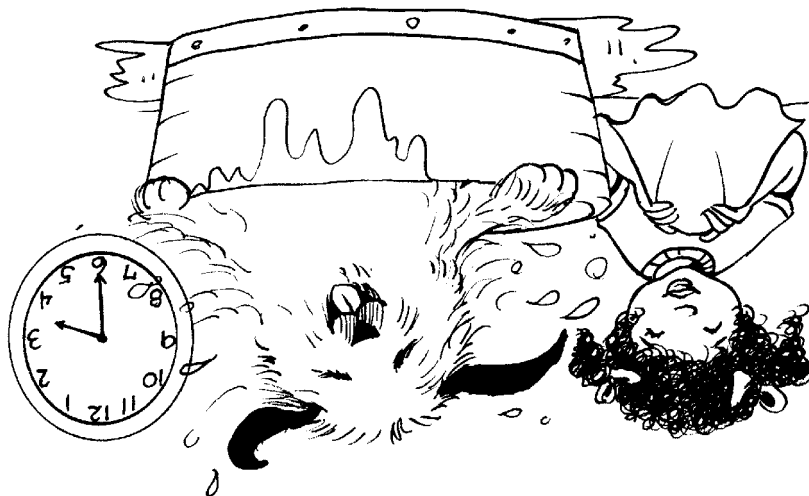
The big hand was pointing at the six.

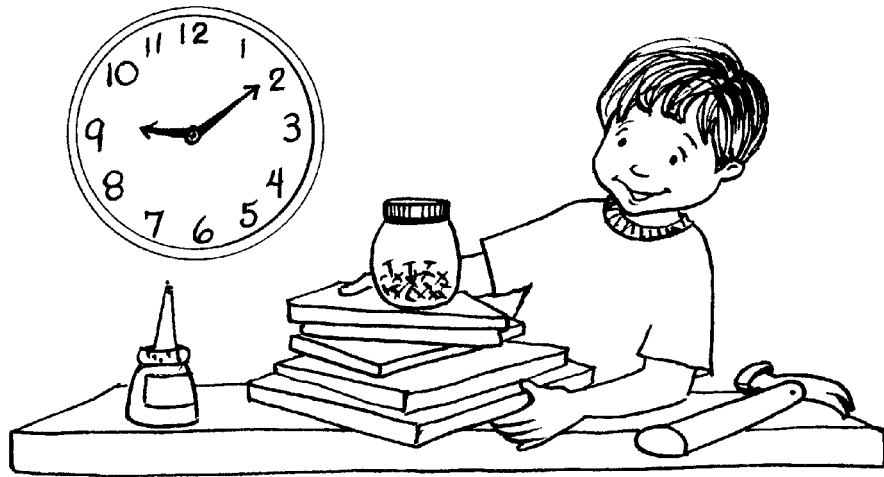
The little hand was between the two and the three.

9

Jamie finished giving her dog a bath.
 The big hand was pointing at the six.
 The little hand was between the three and the four.
 It took Jamie sixty minutes, or one hour, to give her dog a bath.

10





Dillon wanted to build a toy boat.

He started at 9:10.

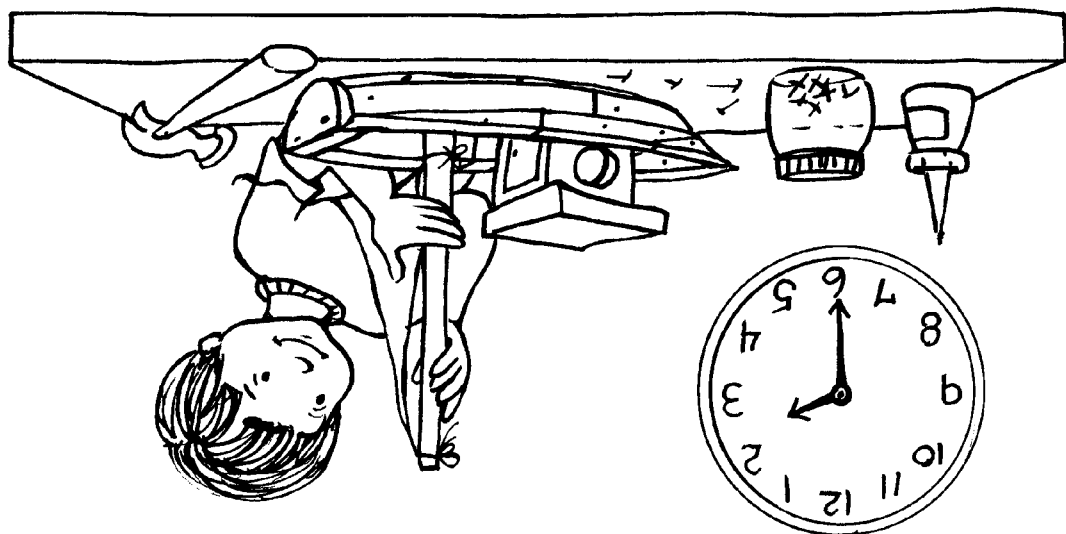
The big hand was pointing at the two.

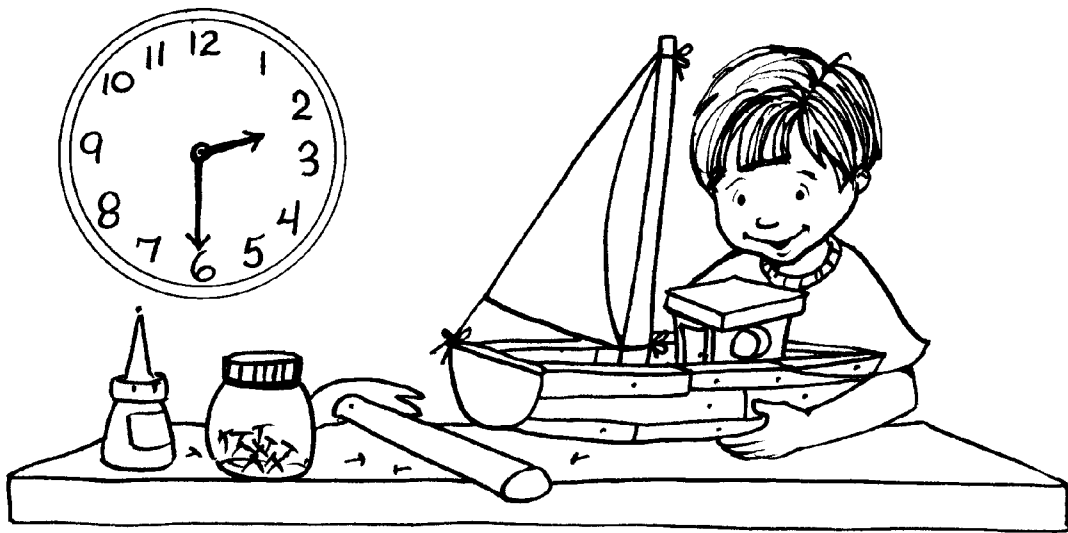
The little hand was just past the nine.

11

He finished the boat.
The big hand was pointing at the six.
The little hand was between the two and the three.

12





The big hand went around and around.

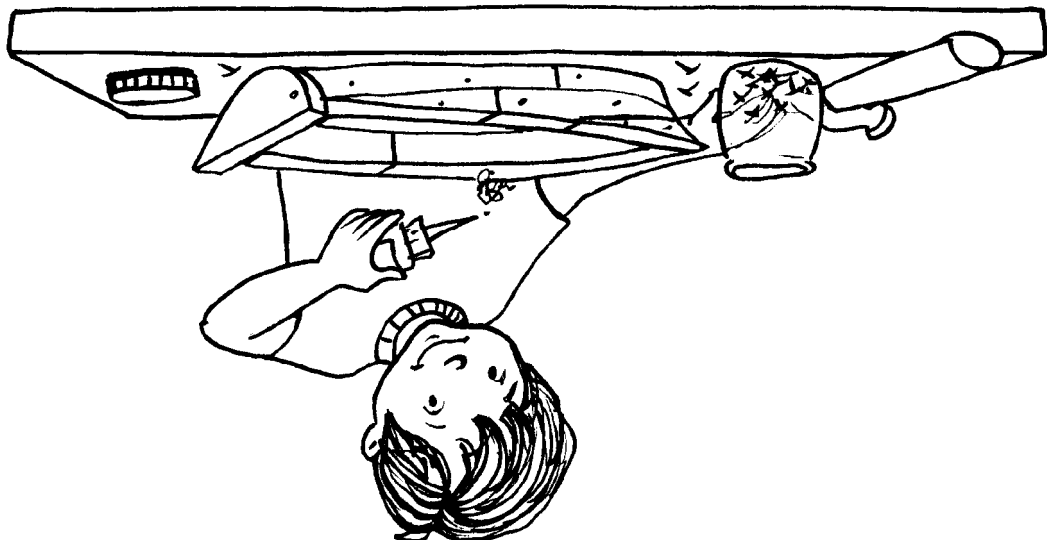
It went around five times.

It took Dillon five hours and twenty minutes to build the boat.

13

When we do things we love,
we sometimes forget about time.

14



Reading a-z Running Record

Level H

Student's Name _____ Date _____ How Long Does It Take?
138 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Everything we do takes time. But how much time does it take?								
4	Does it take seconds? Does it take minutes? Does it take hours?								
5	Pablo wanted to make a sandwich. He began at 12:00. The big hand was pointing at the twelve. The little hand was pointing at the twelve, too.								
6	Pablo finished making the sandwich. The big hand was pointing at the two. The little hand was just past the twelve. It took Pablo ten minutes to make the sandwich.								
7	Amy wanted to paint a picture. She began at 10:00. The big hand was pointing at the twelve. The little hand was pointing at the ten.								
8	Amy finished her painting. The big hand was pointing at the 6. The little hand was between the ten and the eleven. It took Amy 30 minutes to paint the picture.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • H

Smaller and Smaller

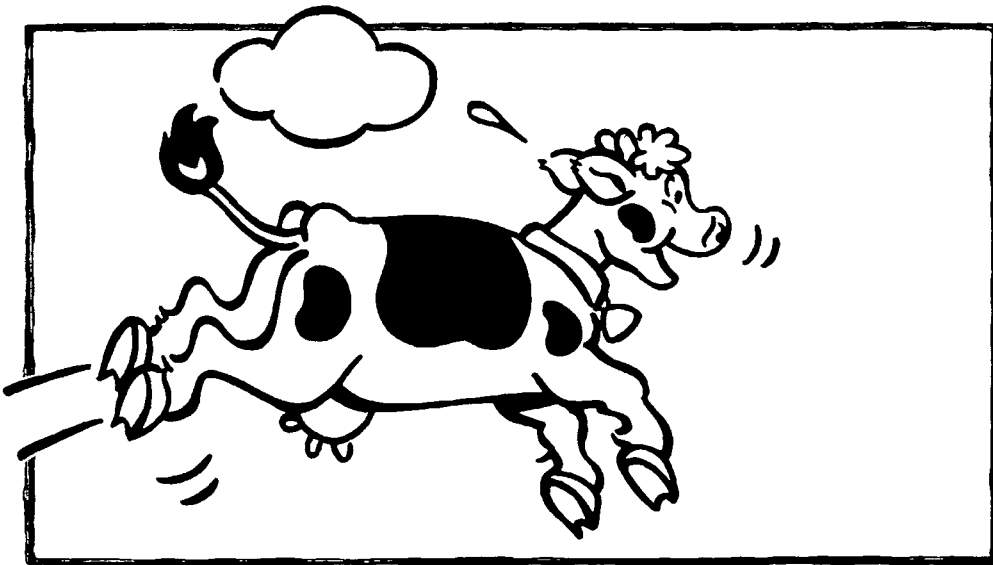


Written by Ned Jensen • Illustrated by Nora Voutas

www.readinga-z.com

Smaller and Smaller

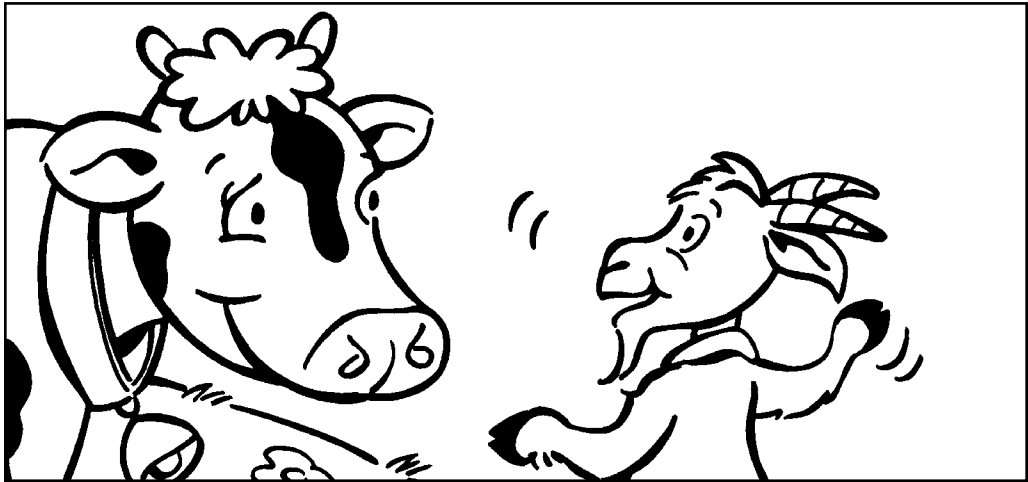
A Reading A-Z Level H Leveled Reader • Word Count: 206




Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

Smaller and Smaller



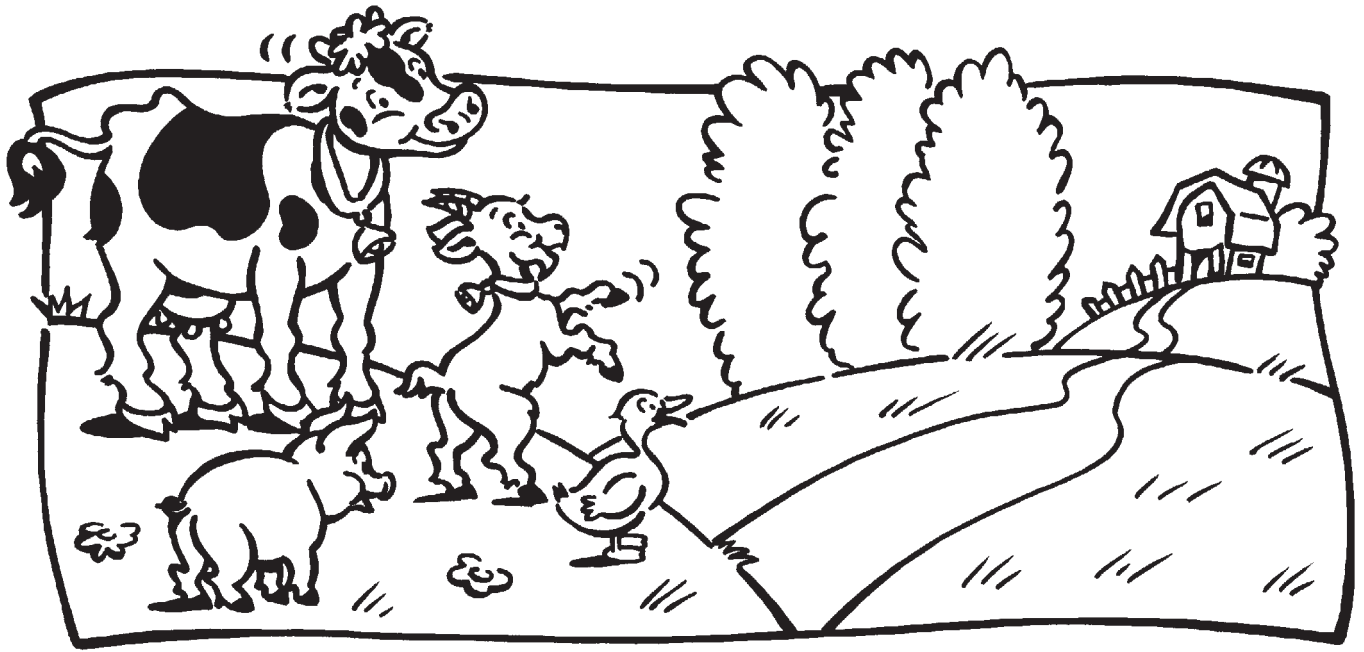
Written by Ned Jensen
Illustrated by Nora Voutas

www.readinga-z.com

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

Correlation

Smaller and Smaller
Level H leveled Reader
© 2002 Learning Page, Inc.
Written by Ned Jensen
Illustrated by Nora Voutas
ReadingA-Z™
© Learning Page, Inc.
All rights reserved.
Learning Page
1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com

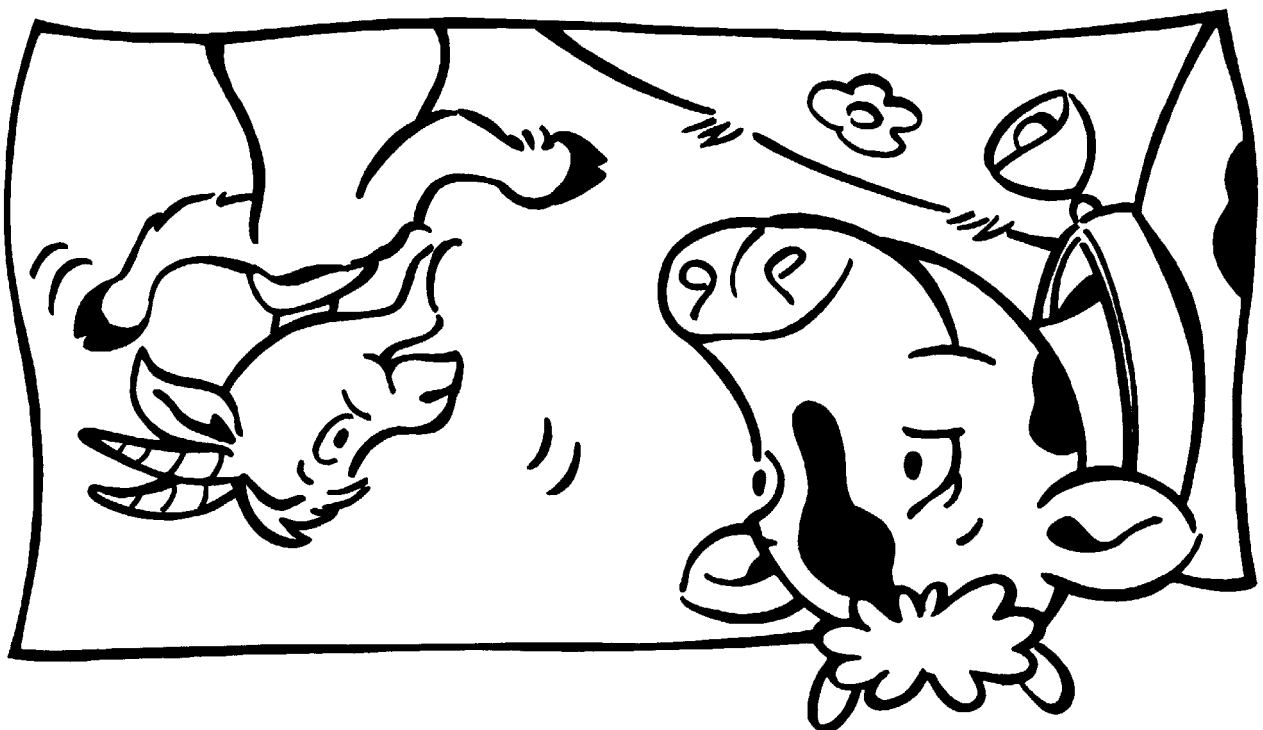


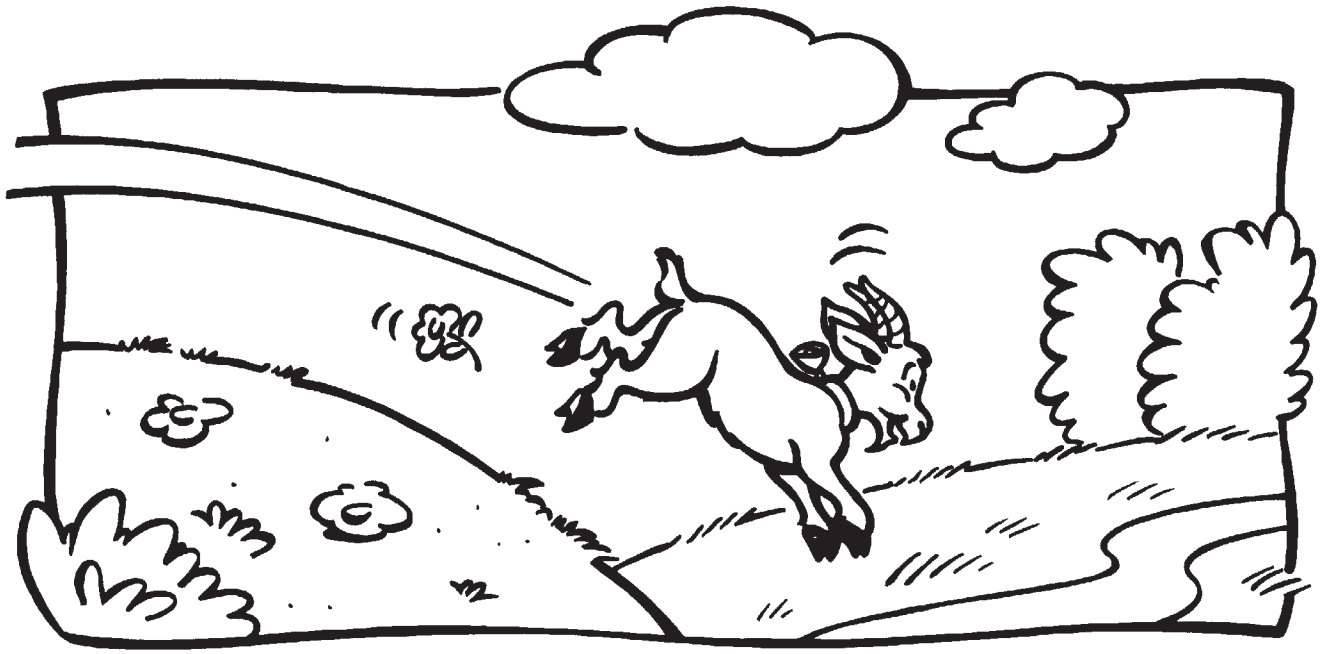
The farm animals were standing on a hill.
Goat said, "Look at that little barn on the other hill."

3

"I think I will go to the barn," said Goat.

4



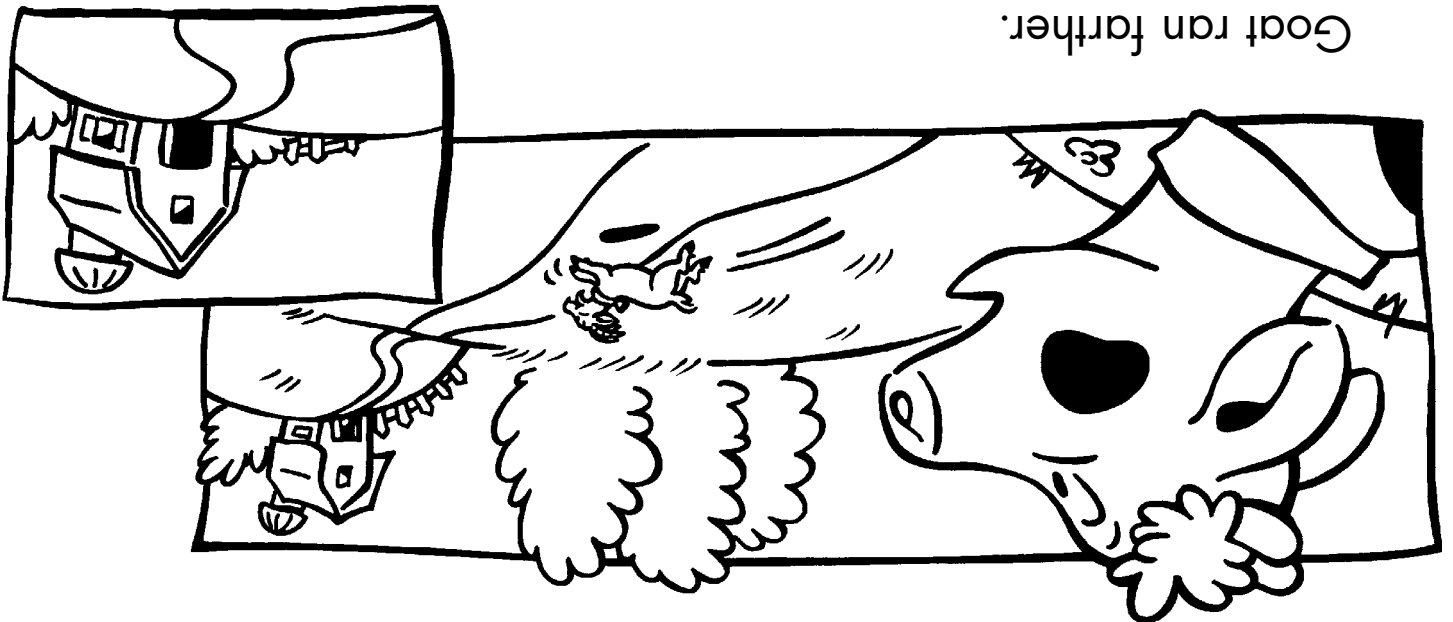


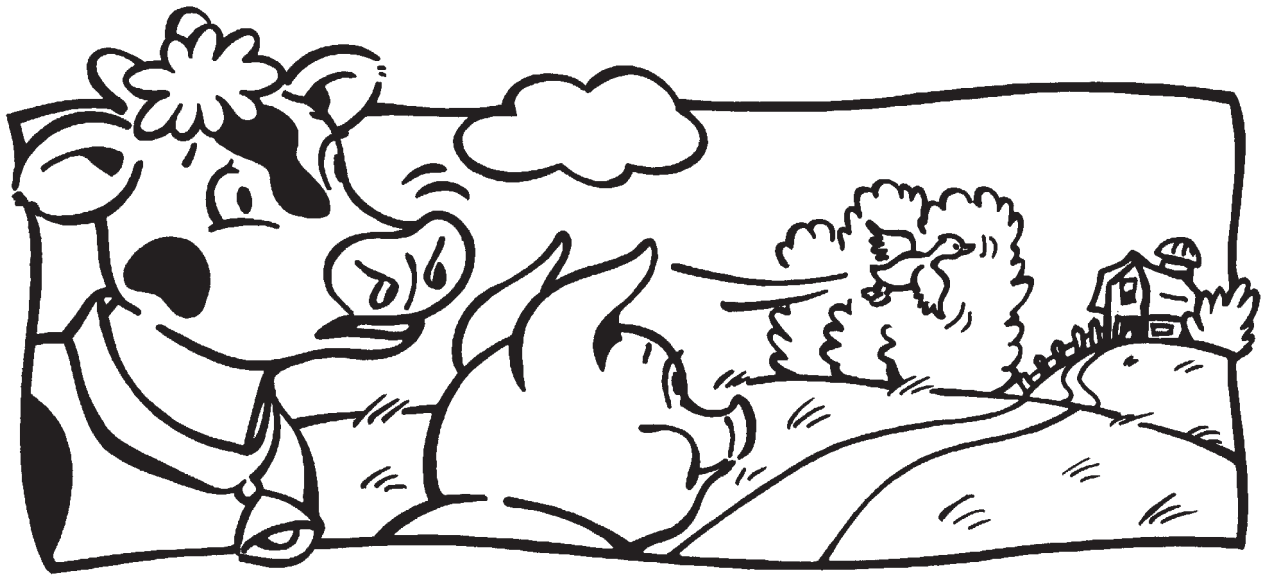
Goat ran down the hill and across a field.
 "Oh no, Goat is shrinking," said Cow.

5

Goat ran farther.
 "Goodness me, Goat is shrinking more," said Cow.
 Goat ran even farther.
 "Oh no, now Goat has disappeared," said Cow.

6





"I will fly to the barn to find Goat," said Duck.

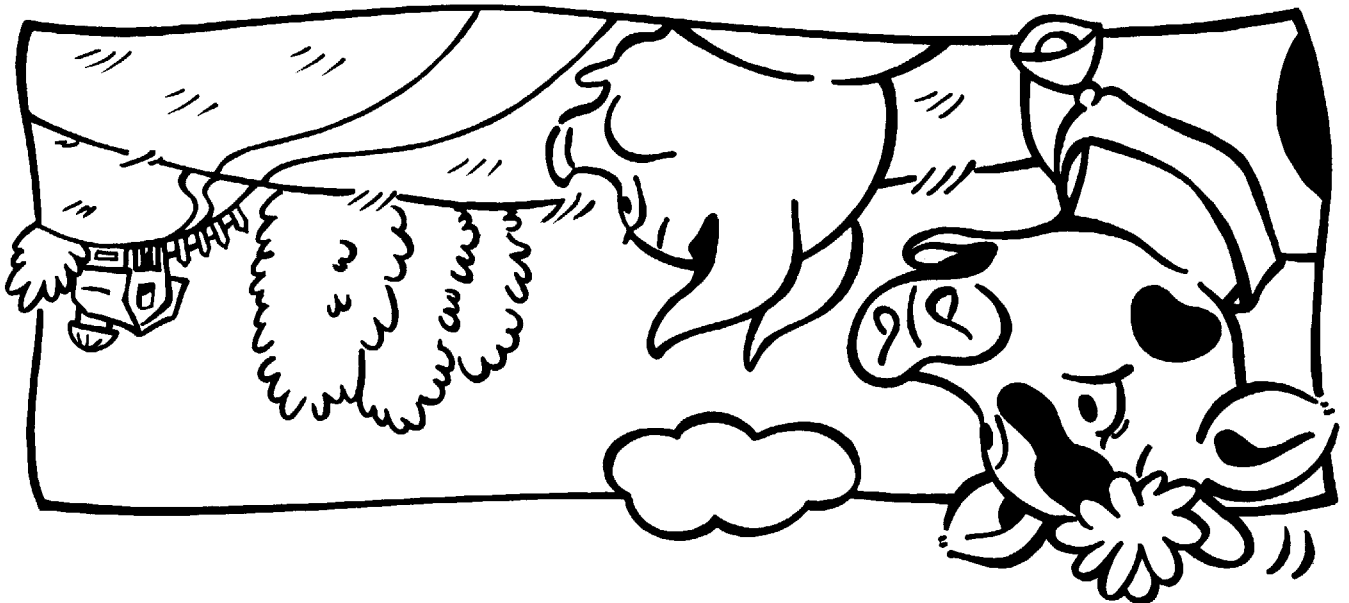
Duck began to fly to the barn.

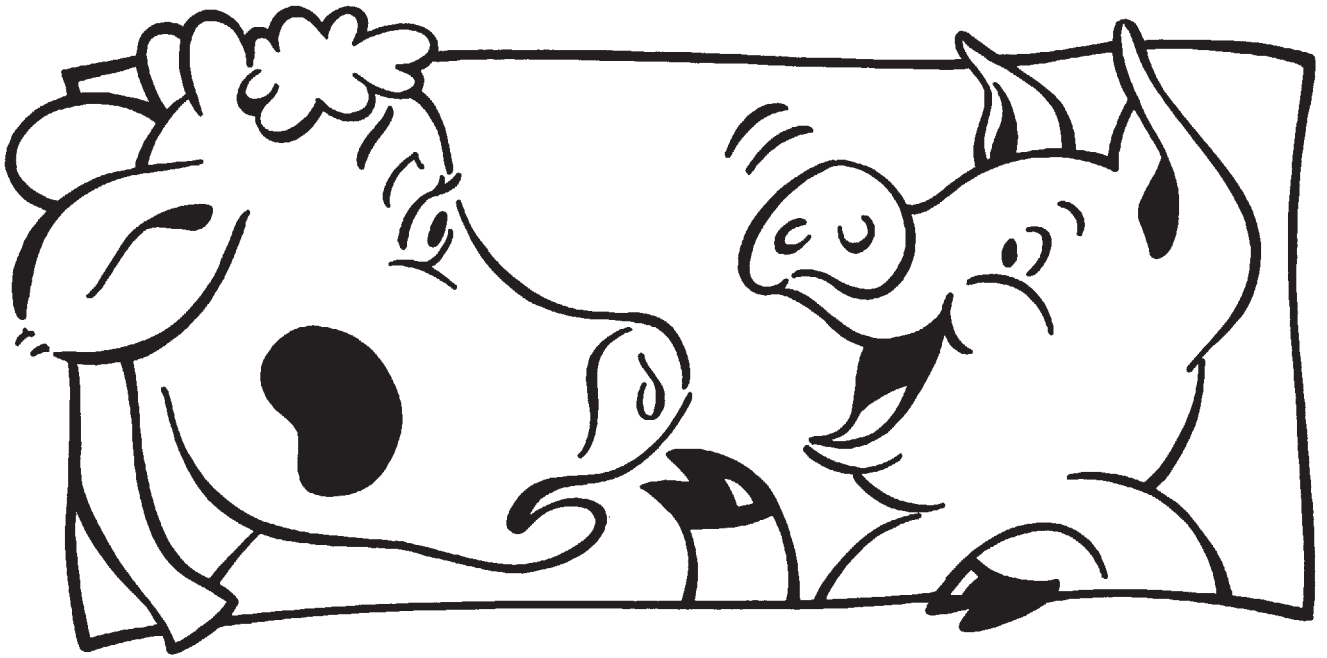
"Oh no, Duck is shrinking, too," said Cow.

7

Duck flew farther.
"Oh no, now Duck has disappeared," said Cow.

8

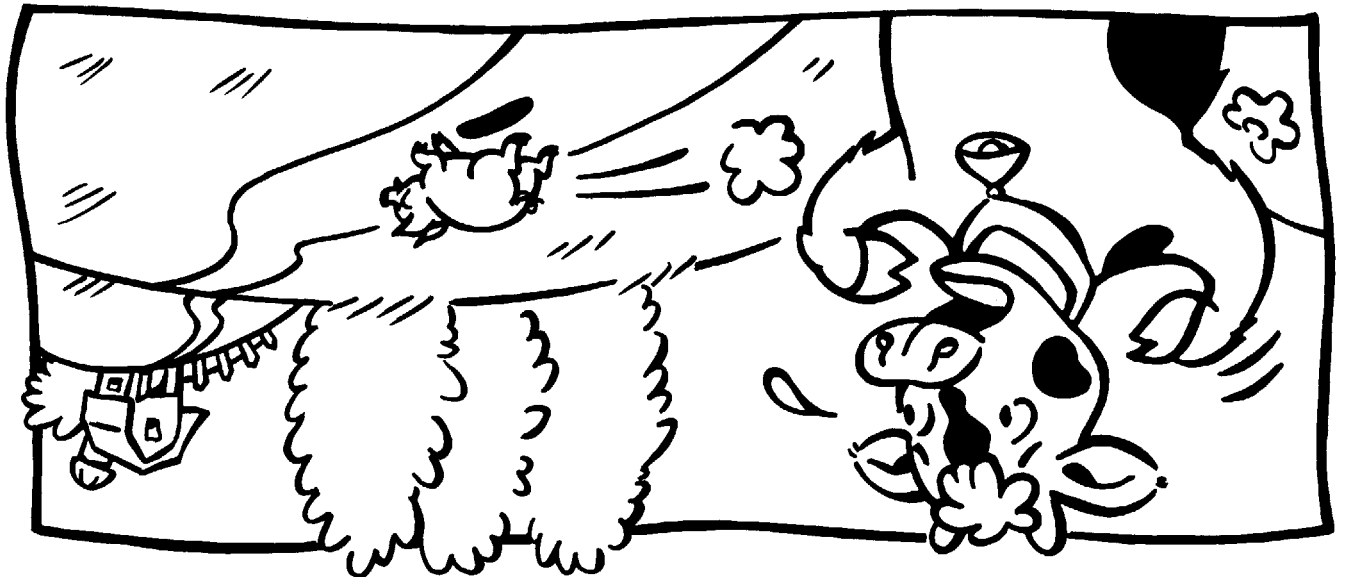


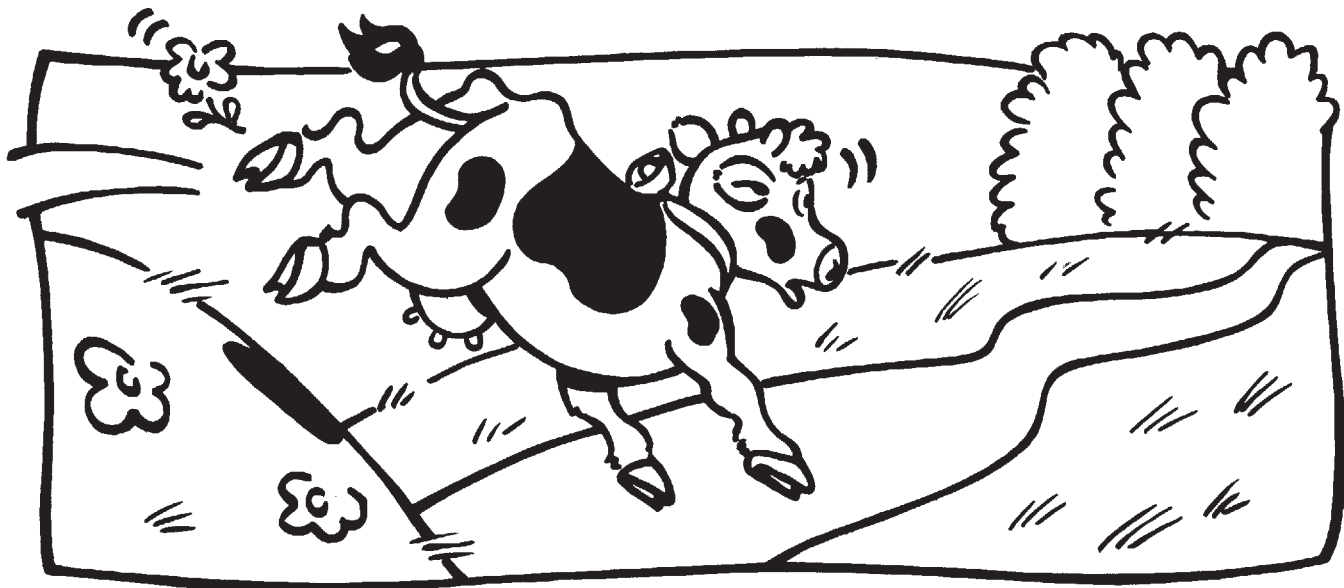


"I will run to the barn and find Goat and Duck," said Pig.
Pig ran to the barn.

9

10
"Oh no, Pig is shrinking, too," said Cow.
Pig ran farther and farther.
"Goodness me, now Pig has disappeared," said Cow.





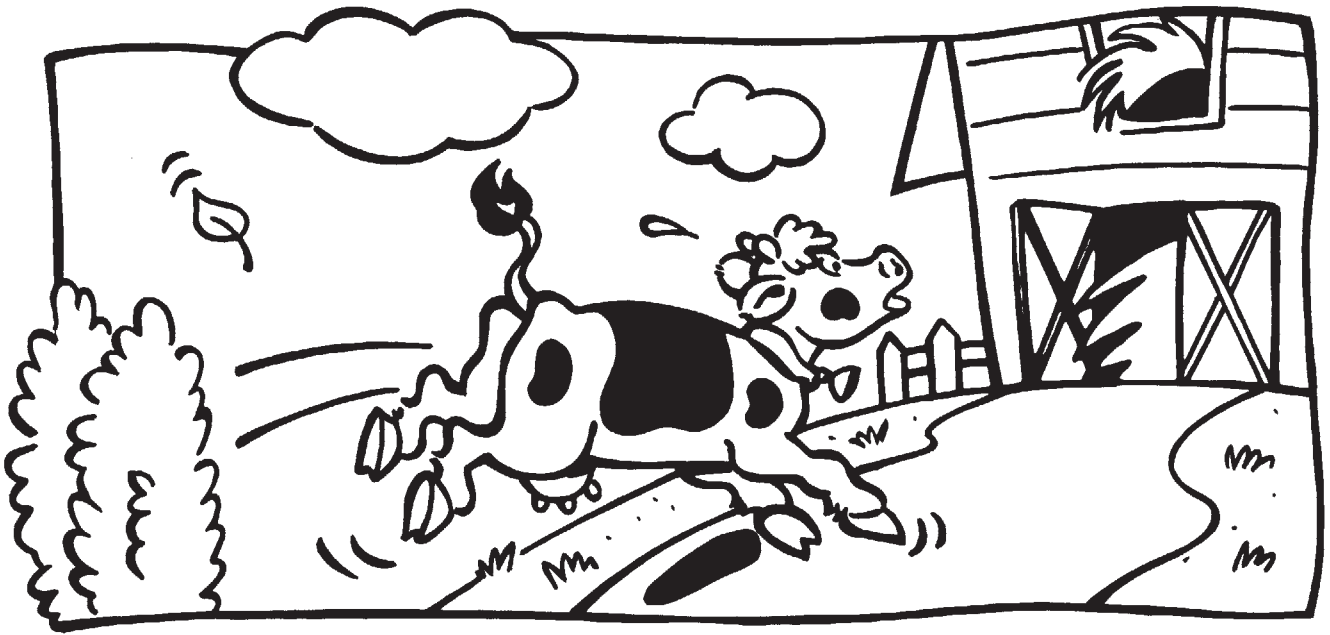
"I'd better go find Pig, Duck, and Goat," she said.
 Cow began to run toward the barn.
 She ran down the hill.

11

The barn began to get bigger.
 Cow ran across the field.
 The barn became bigger and bigger.

12



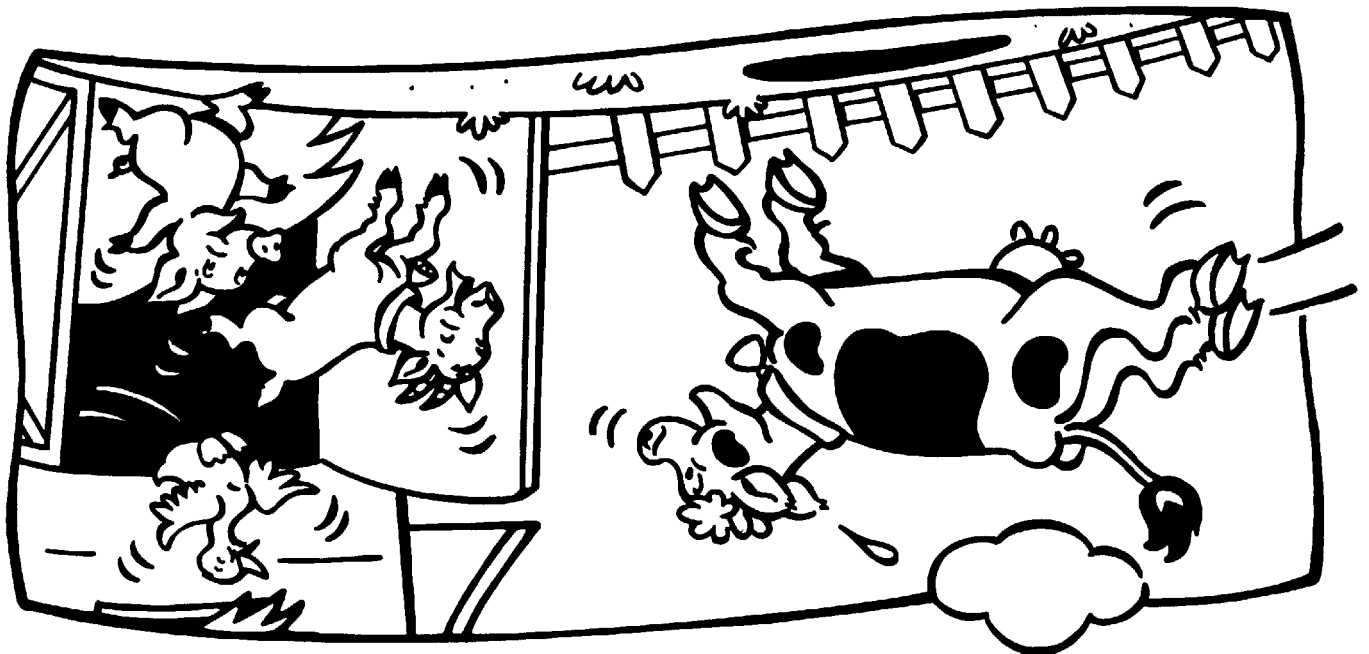


Cow reached the barn.
She could see it was a very big barn.

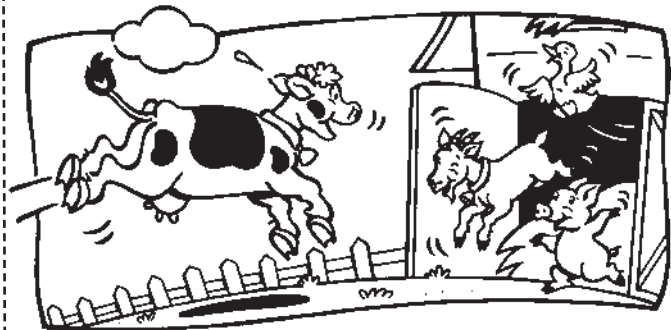
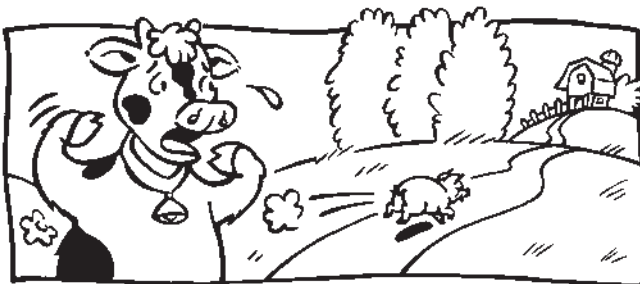
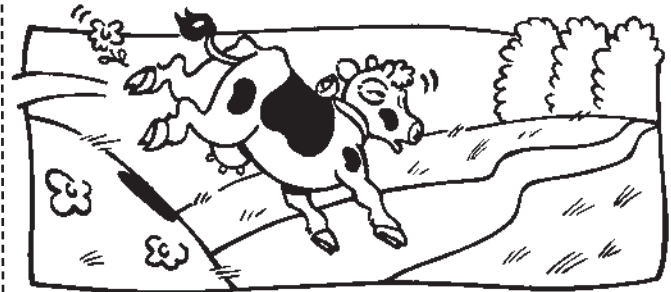
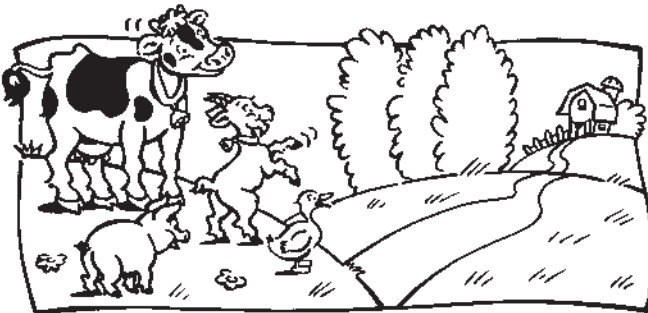
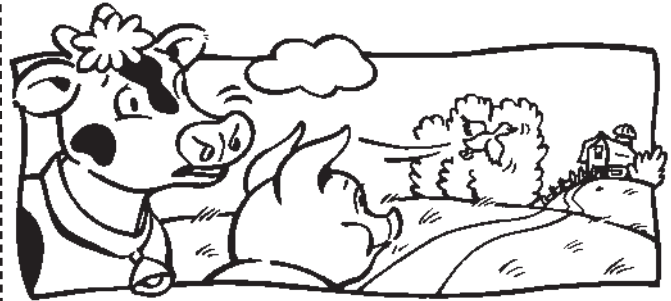
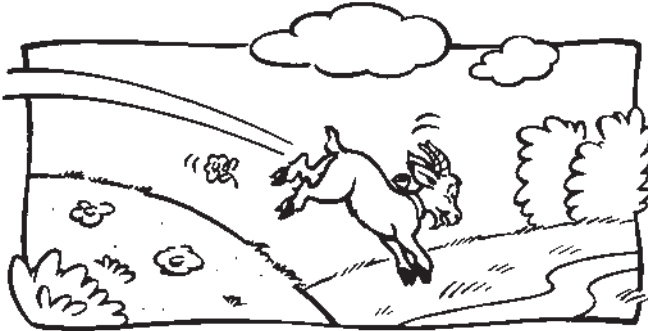
13

She saw Pig, Duck, and Goat.
They had not disappeared!

14



Name _____



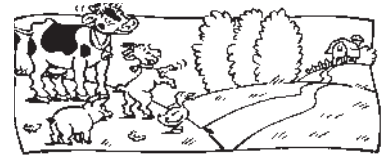
SMALLER AND SMALLER • LEVEL H • 1

SKILL: SEQUENCE EVENTS

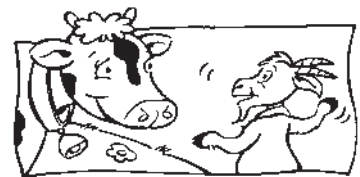
INSTRUCTIONS: Have students cut out the pictures and put them in the order in which they happened in the story. Then have them write a sentence about the event on the back of each picture.

Name _____

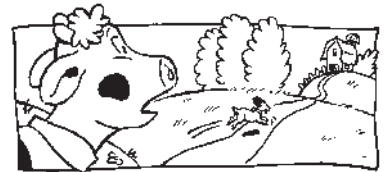
Goat said, Look at that little barn.



I think I will go to the barn, said Goat.



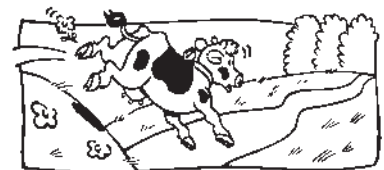
Goodness me, Goat is shrinking more, said the cow.



I will run to the barn and find Goat and Duck, said Pig.



I'd better go find Pig, Duck, and Goat, she said.



INSTRUCTIONS: Read each sentence with students. Then have them write quotation marks in the appropriate places.

LEVELED READER • H

The Owl and the Pussycat

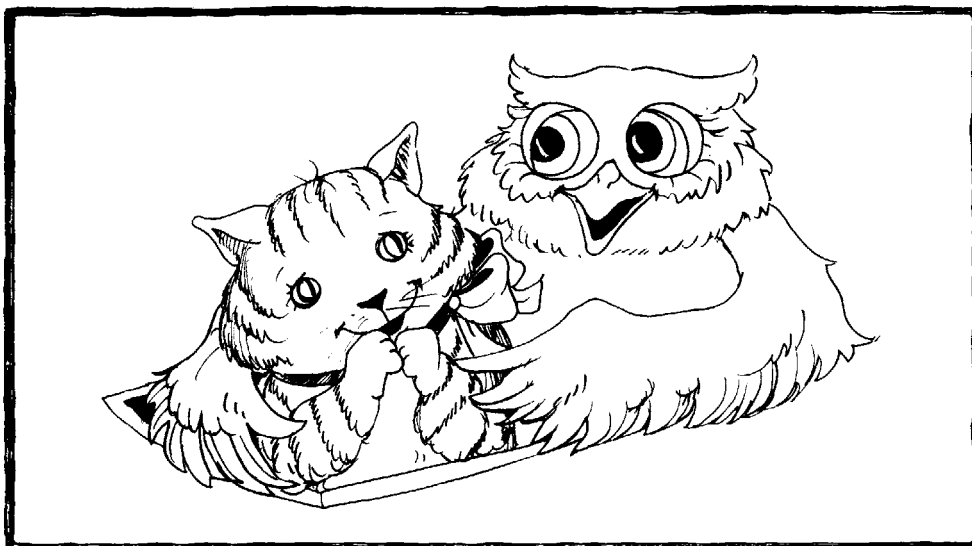


By Edward Lear • Illustrated by Kathleen McCord

www.readinga-z.com

The Owl and the Pussycat

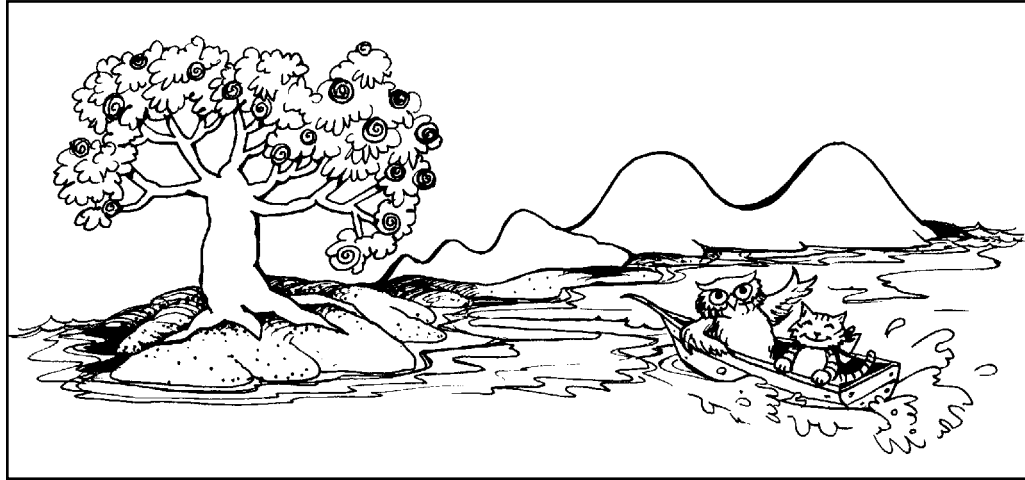
A Reading A-Z Level H Leveled Reader • Word Count: 231




Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

The Owl and the Pussycat



By Edward Lear • Adapted for ReadingA-Z
Illustrated by Kathleen McCord

www.readinga-z.com

14	DRA
13-14	Reading Recovery
H	Fountas & Pinnell

LEVEL H
Correlation

The Owl and the Pussycat
Level H leveled Reader
© 2002 Learning Page, Inc.
An original Edward Lear nonsense song
adapted for ReadingA-Z
Illustrated by Kathleen McCord
ReadingA-Z™
© Learning Page, Inc.
All rights reserved.
Learning Page
1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com

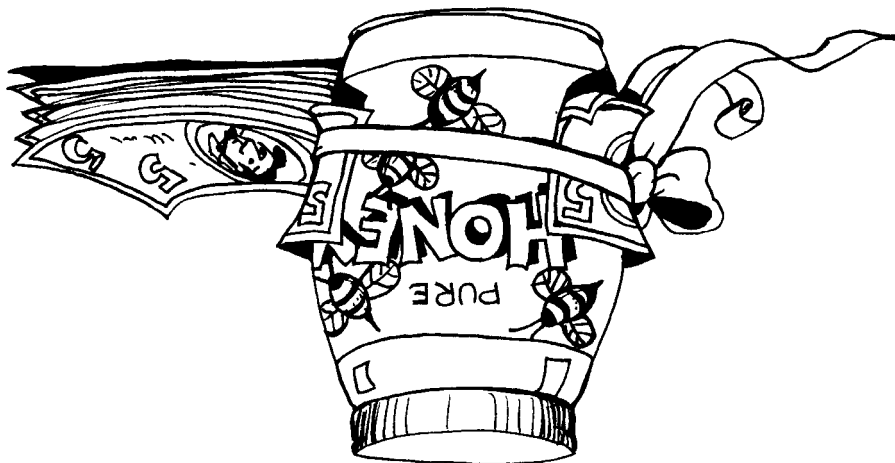


The Owl and the Pussycat went to sea
in a beautiful pea-green boat.

3

They took some honey and plenty of money,
wrapped in a five-dollar note.

4



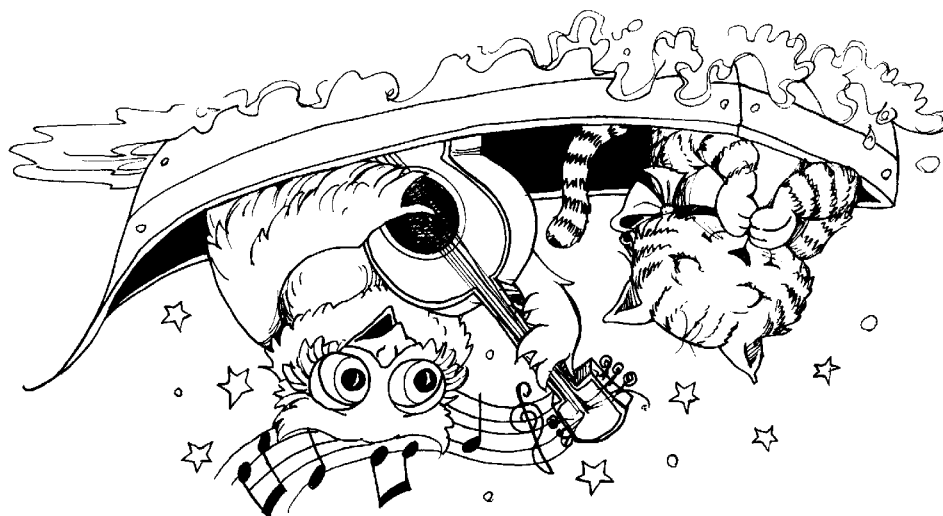


The Owl looked up at the stars above.
He sang with a small guitar.

5

6

"Oh, lovely Kitty, oh Kitty, my love.
What a beautiful Kitty you are.
You are. You are.
What a beautiful Kitty you are."





Kitty said to the Owl, "You're such a nice fowl.
And how wonderfully sweet you sing."

7

Then the lovely Kitty said, "I think we should wed.
But what shall we do for a ring?"

8



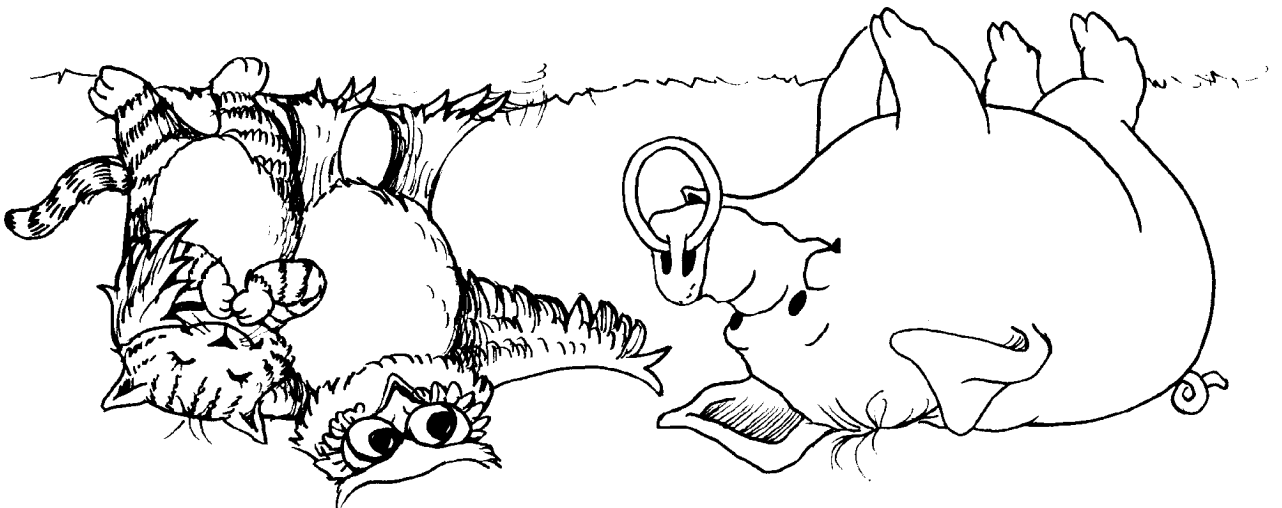


They then sailed away for a year and a day
to the land where the Pong-tree grows.

9

And there in the wood a piggy-wig stood.
She had a ring at the end of her nose,
her nose, her nose.
She had a ring at the end of her nose.

10





Then they asked the fat pig,
"Will you trade the ring for a wig?"

Said the fat piggy, "I will."

11

So they took it away. They got married the next day
by the turkey who lived on the hill.

12





They dined on sweet peas and sharp, smelly cheese.
And they ate with a funny-shaped spoon.

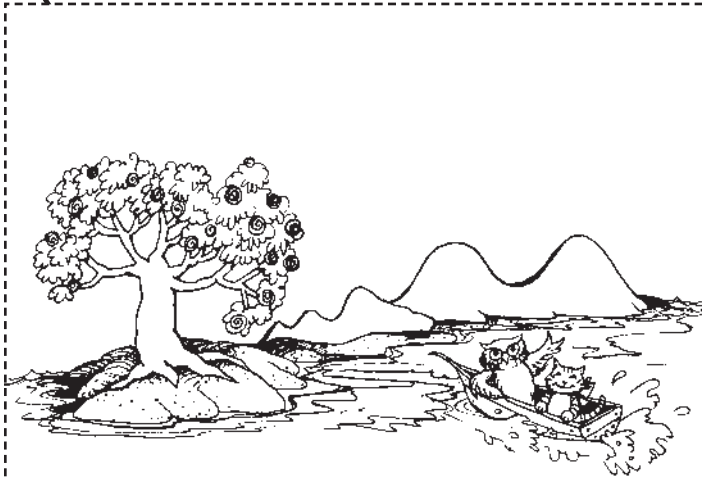
13

Then hand in hand they danced in the sand.
They danced by the light of the moon,
the moon, the moon.
They danced by the light of the moon.

14



Name _____



THE OWL AND THE PUSSYCAT • LEVEL H • 1

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the pictures and place them in the order in which they happened in the story. Then have them write a sentence about the event on the back of each picture.

Name _____

ou



m s e

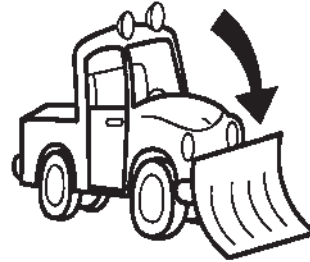


h s e

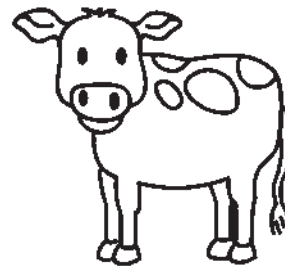


m t h

ow



p l



c



t e l

INSTRUCTIONS: Have students write the word below the picture by selecting the correct spelling pattern for the /ou/ diphthong sound.

LEVELED READER • H

FRIENDS AROUND THE WORLD



Written by Bea Silverberg • Illustrated by Angela Kamstra

**Multi
Level
H•K•P**

www.readinga-z.com

Friends Around the World

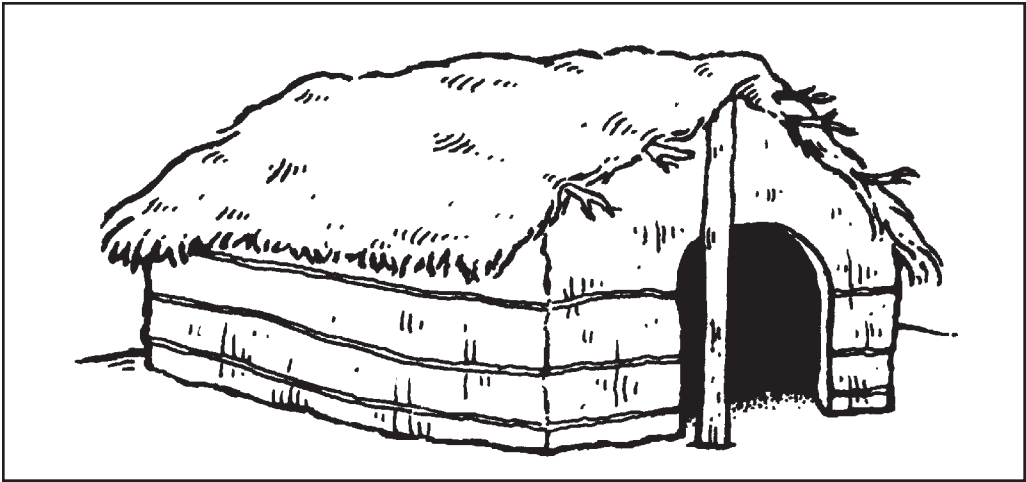
A Reading A-Z Level H Leveled Reader • Word Count: 198



Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

FRIENDS AROUND THE WORLD



Written by Bea Silverberg
Illustrated by Angela Kamstra

www.readinga-z.com

14	DRA
13-14	Reading Recovery
H	Fountas & Pinnell

Correlation
LEVEL H

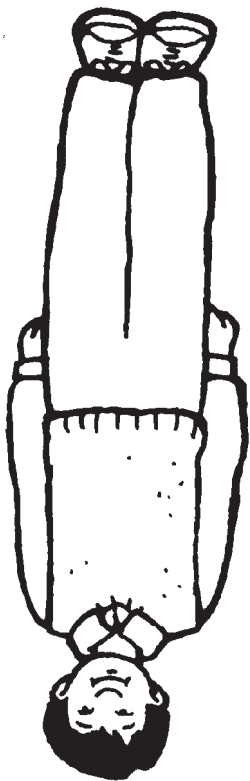
Friends Around the World
Level H leveled Reader
© Learning A-Z, Inc.
ISBN 1-59827-117-2
Written by Bea Silverberg
Illustrated by Angela Kamstra
All rights reserved.
www.readinga-z.com



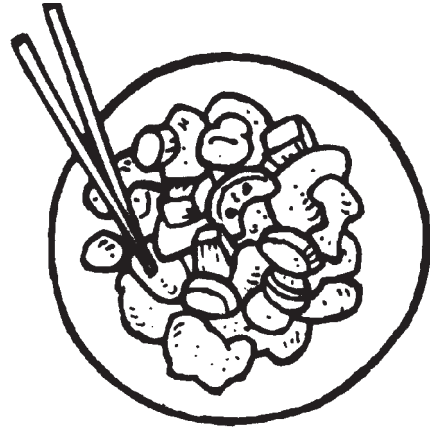
New friends are all around the world.
Some are like you, and some are different.

3

4



I am Chang-Yong,
and I am ten.
My family lives in South Korea.



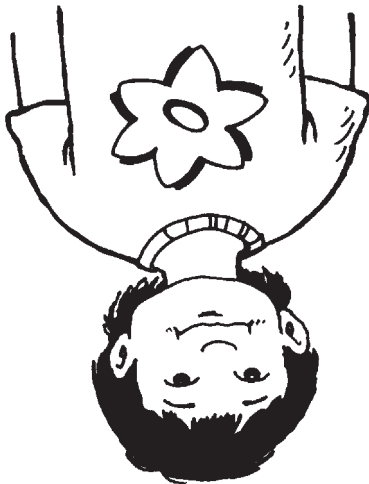
I like going to school and playing ball.

My best jacket is made of **silk**.

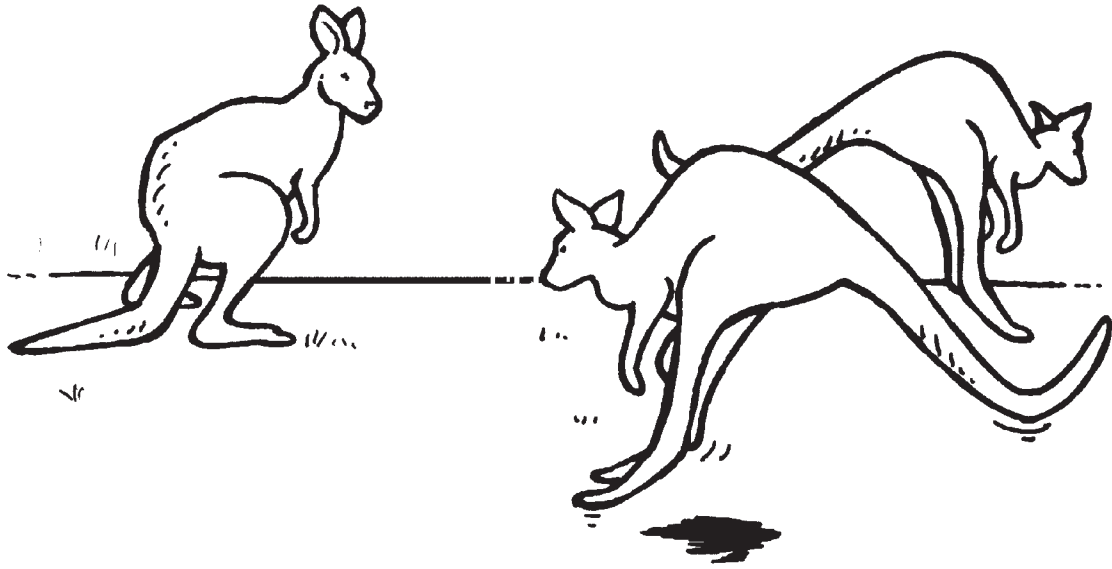
My favorite food is **barbecued** beef.

5

6

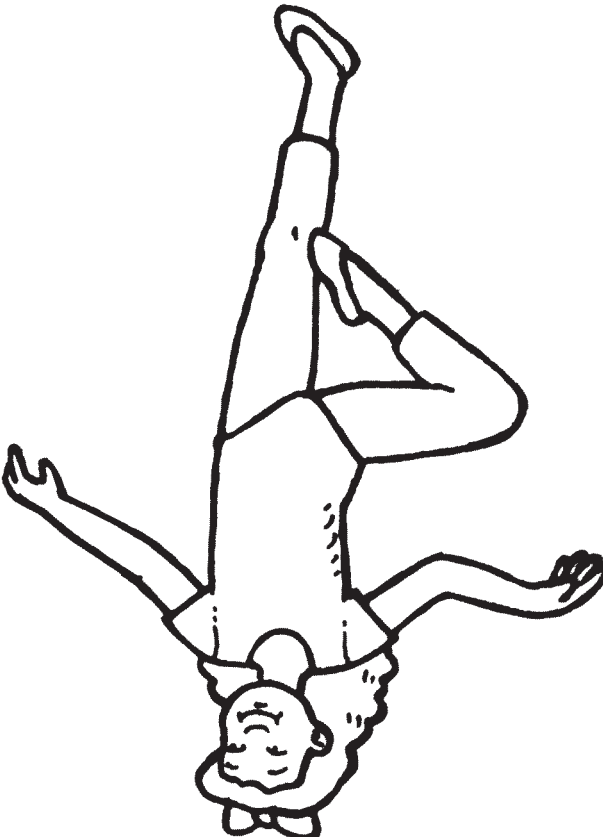


Jessica is my name.
I live in Australia.
I am six.



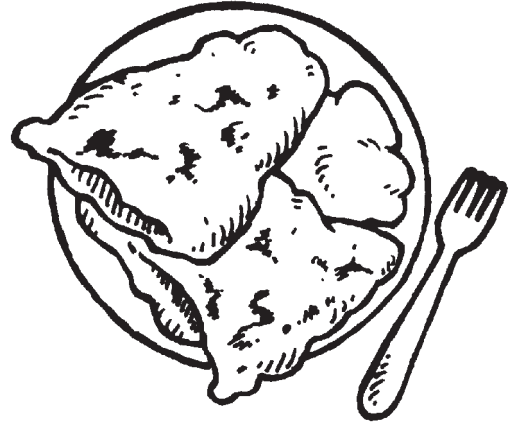
I live with my mother and grandmother.
 My mother is a cook.
 I love to watch **kangaroos** hop around.

7



I am Natasha, and I am seven.
 My home is an apartment
 in Moscow, Russia.
 I like dancing.

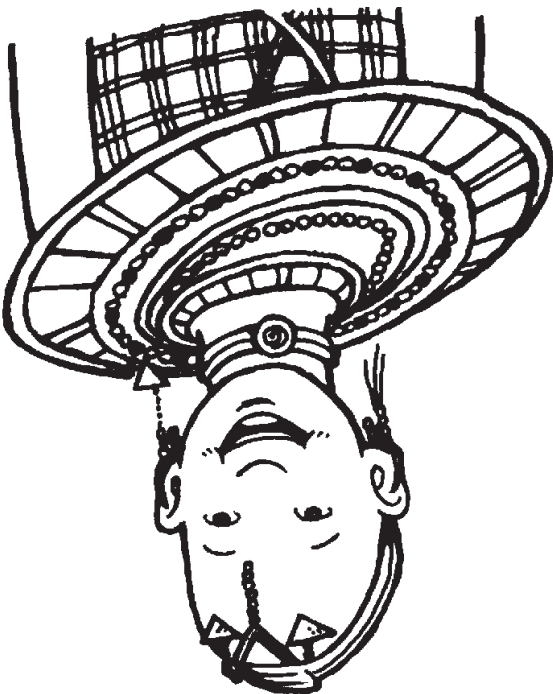
8



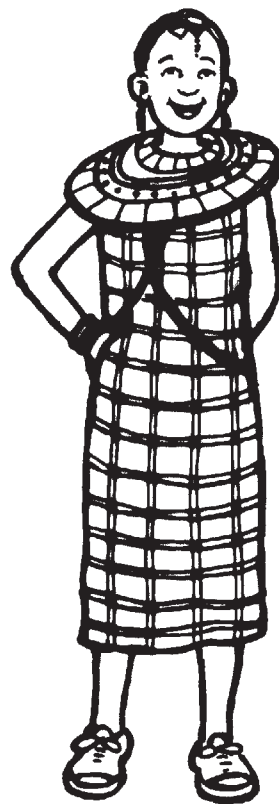
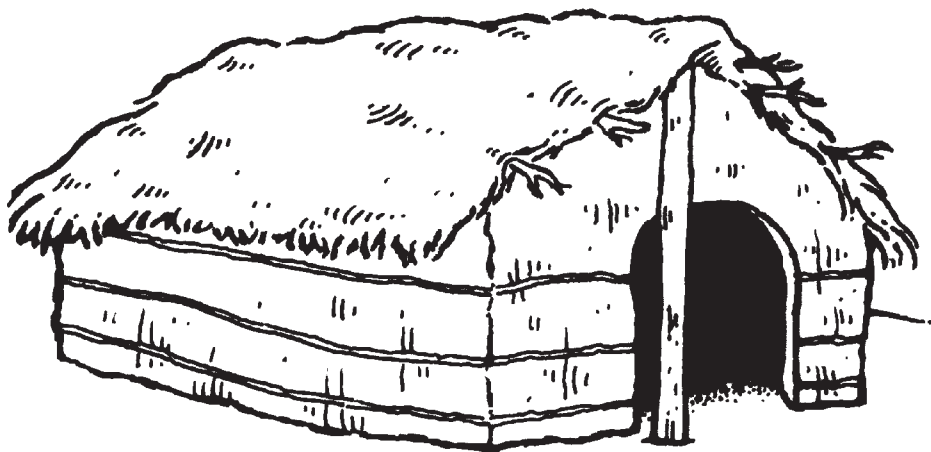
I wear a fur hat and coat in winter.
 I play in the snow.
 I love to eat pancakes.

9

10



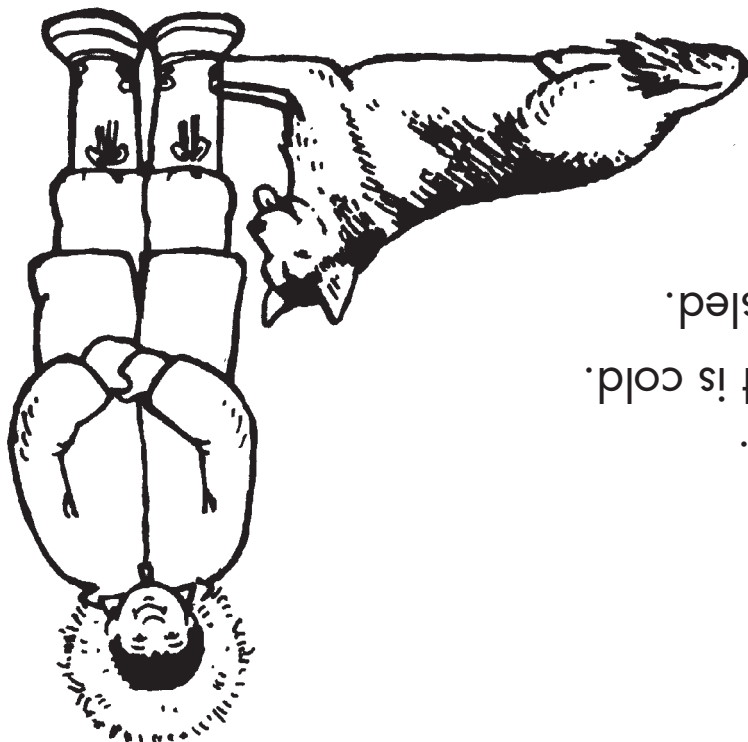
I live in Tanzania.
 Manka (MAH-n-ka-ah)
 is my name.
 We live in a hut with
 a grass roof.
 My father takes care of our cows.



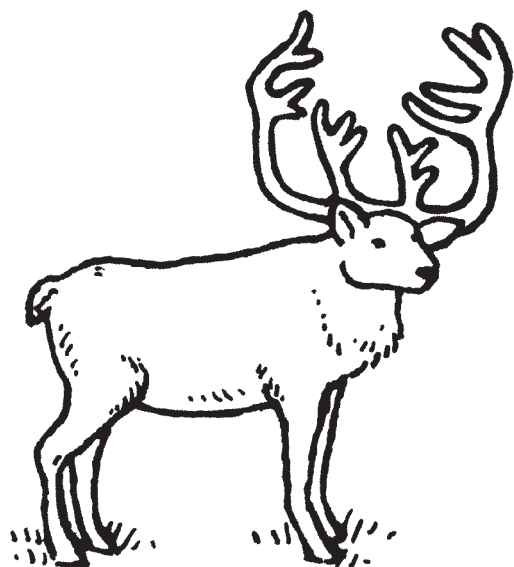
I get water from a well.
I make toys out of clay.

11

12



I am Kipanik (KEE-pa-nik).
I live in Canada, where it is cold.
My dogs pull me on my sled.

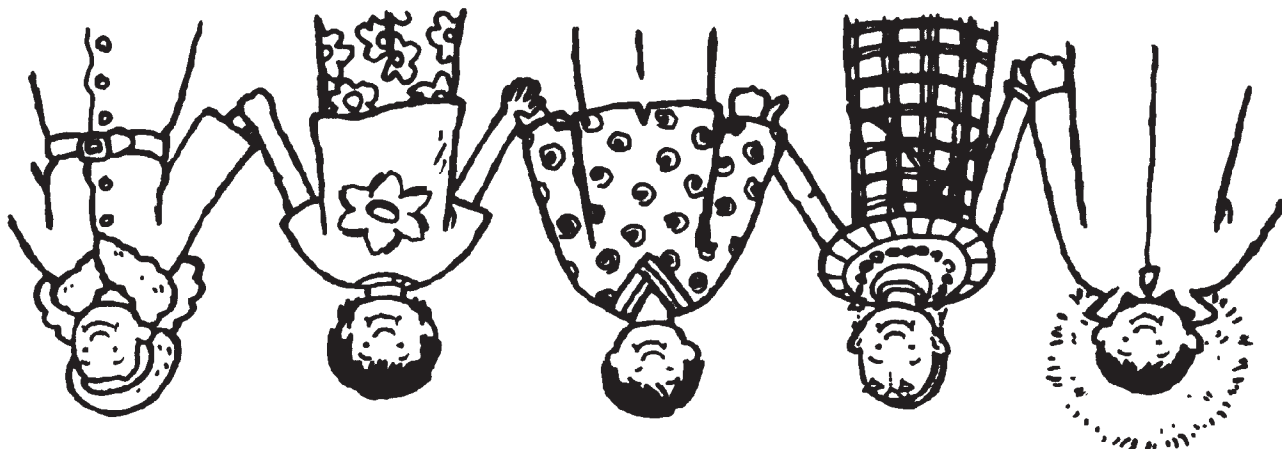


I play hockey with my friends.
 Our dads hunt animals for food.
 I like meat with **ketchup**.

13

14

How are you like these children?
 How are you different?



Where Our Friends Live



15

16

barbecued (<i>adj.</i>)	cooked over an open flame in a highly seasoned sauce (p. 5)
kangaroos (<i>n.</i>)	a large mammal with a pouch, strong hind legs, and a thick tail (p. 7)
ketchup (<i>n.</i>)	a thick red sauce that is made with tomatoes, onions, salt, sugar, and spices (p. 13)
silk (<i>n.</i>)	a strong fiber made by silkworms that is used for making clothes (p. 5)

Name _____

Page 3

Pages 4 to 7

Pages 8 to 11

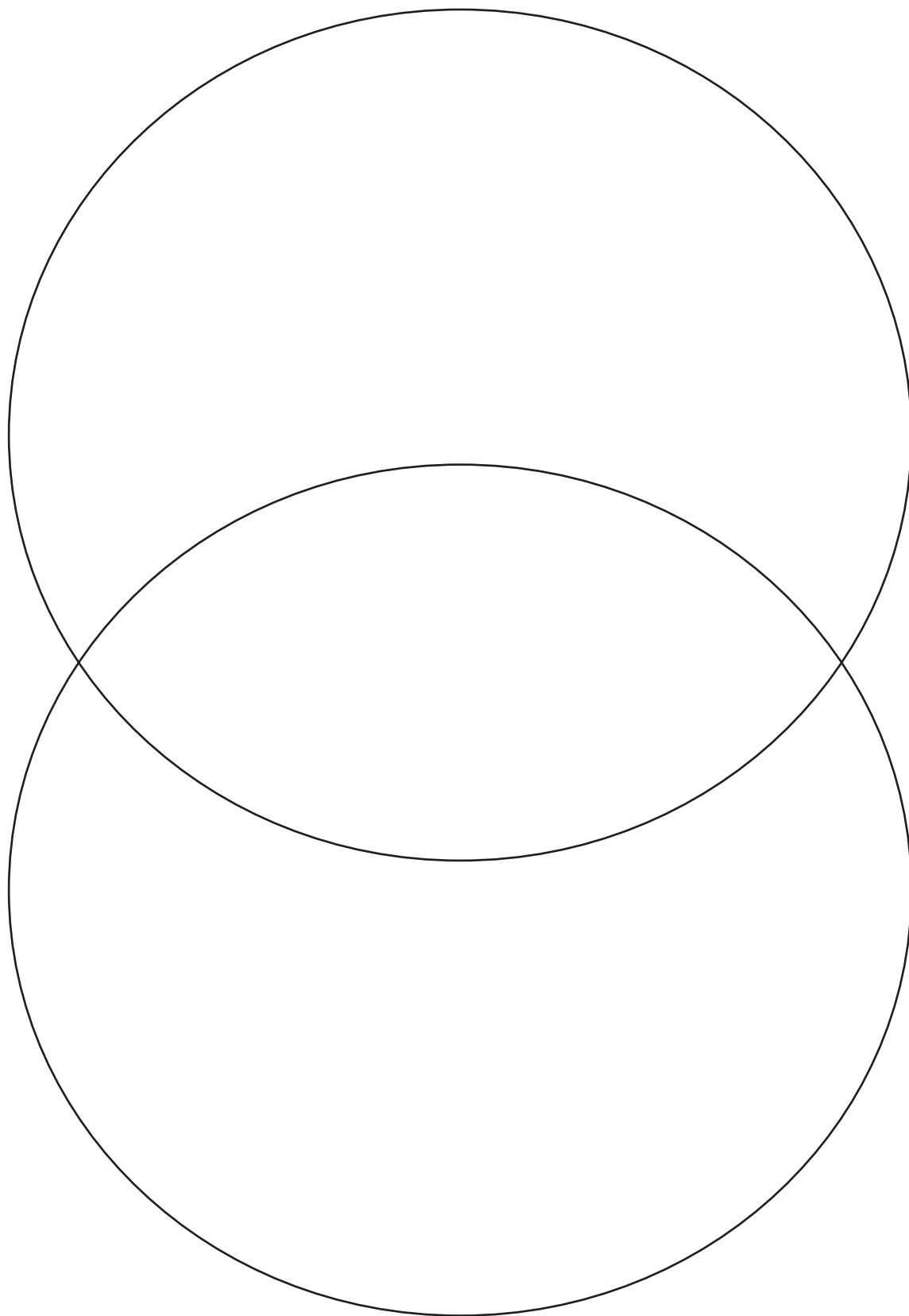
Pages 12 to 13

INSTRUCTIONS: Have students draw what they visualized in their mind for the pages indicated above each box.

Name _____

Child's name from the book

Your name



INSTRUCTIONS: Have students compare themselves to and contrast themselves from one child from the book. Have them write their similarities and differences on the organizer.

Name _____

friends around the world

i am chang-yong,

and i am ten.

my family lives in south korea.

i am natasha, and i am seven.

my home is an apartment in moscow, russia.

i like dancing.



INSTRUCTIONS: Have students circle the letters that should be capitalized. Have them use a red pencil to circle the letters that should be capitalized as proper nouns and a blue pencil to circle the letters that should be capitalized to mark the beginning of a sentence.

Name _____



South Korea	Russia
Canada	Australia
Jessica	Tanzania
Natasha	Yong
Kipanik	Manka

INSTRUCTIONS: Below are words taken from *Friends Around the World*. Have students cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.

LEVELED READER • H

Animals, Animals



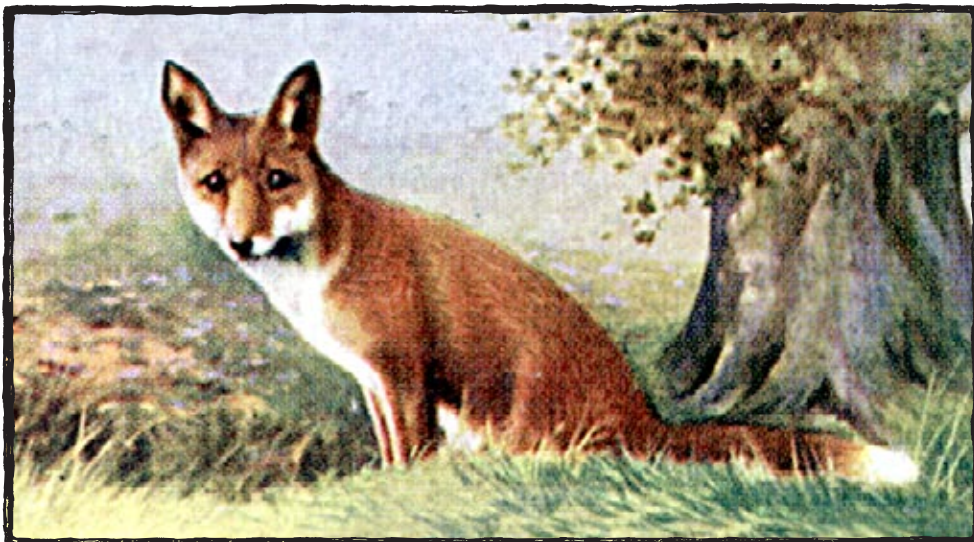
Written by Cheryl Ryan

www.readinga-z.com

**Multi
level
E H K**

Animals, Animals

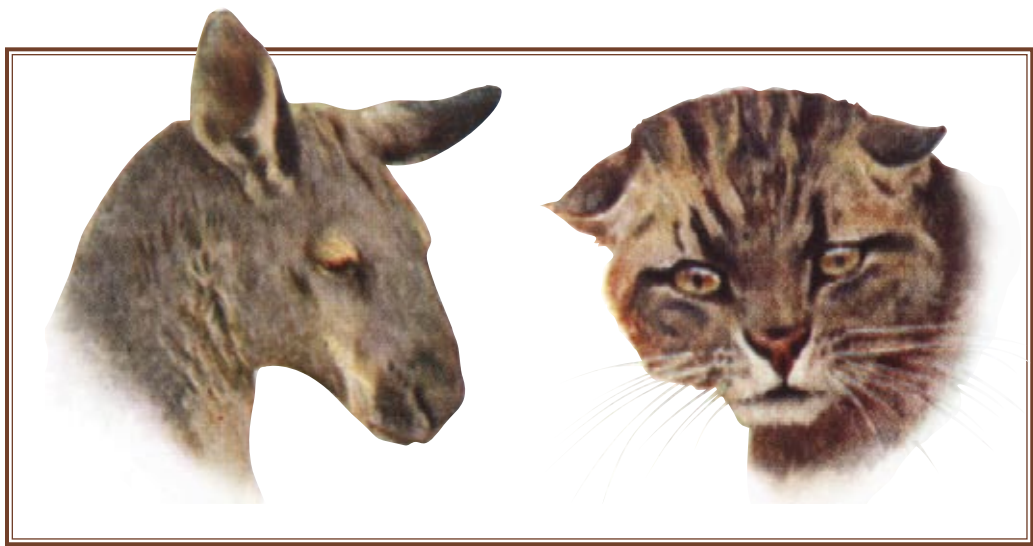
A Reading A-Z Level H Leveled Reader • Word Count: 207



**Reading a-z**

Visit www.readinga-z.com for thousands of books and materials.

Animals, Animals



Written by Cheryl Ryan

www.readinga-z.com

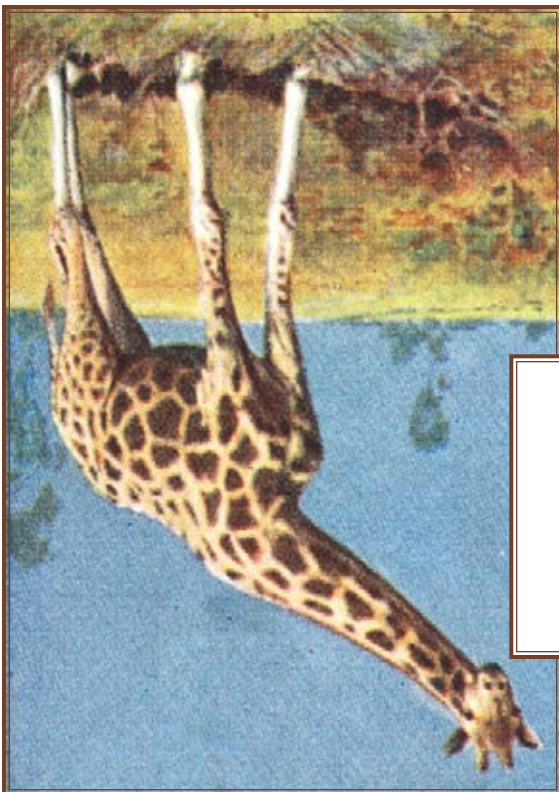
Correlation	
LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

Animals, Animals
Level H leveled Reader
© Learning A-Z, Inc.
Cheryl Ryan
All rights reserved.
www.readinga-z.com



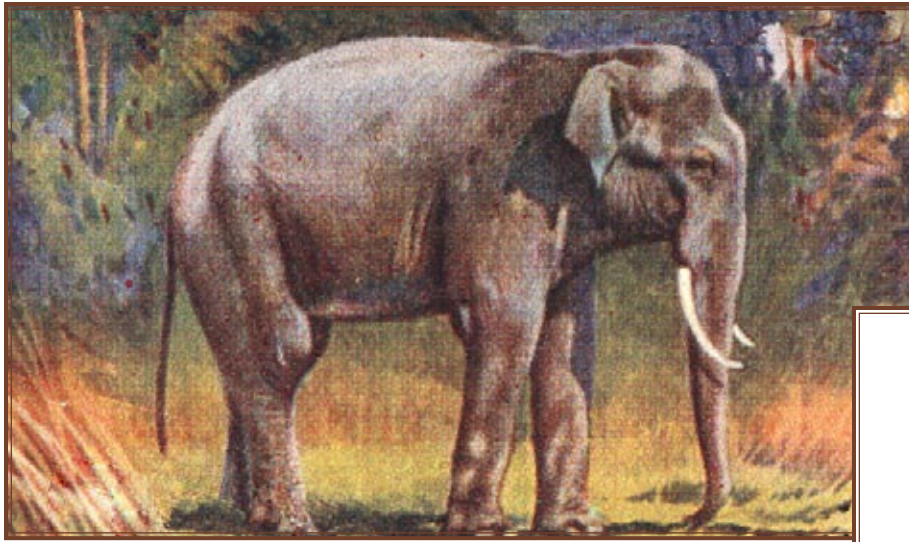
There are many kinds of animals.
 The **elk** is in the deer family.
 Male elk have large antlers.
 Elk can swim well and run very fast.

3



Giraffes are very tall
 with long necks.
 Giraffes have spots all over their
 bodies and short horns on
 their heads.

4



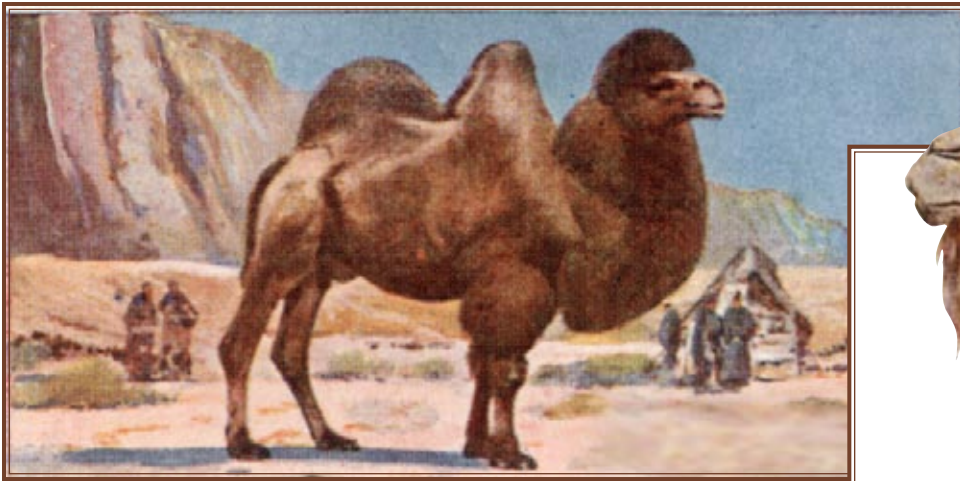
Elephants are the largest land animals.
Elephants have long trunks.
They live in grasslands and forests.

5

6



Snow leopards live on cold mountains.
They have thick fur to keep them warm.



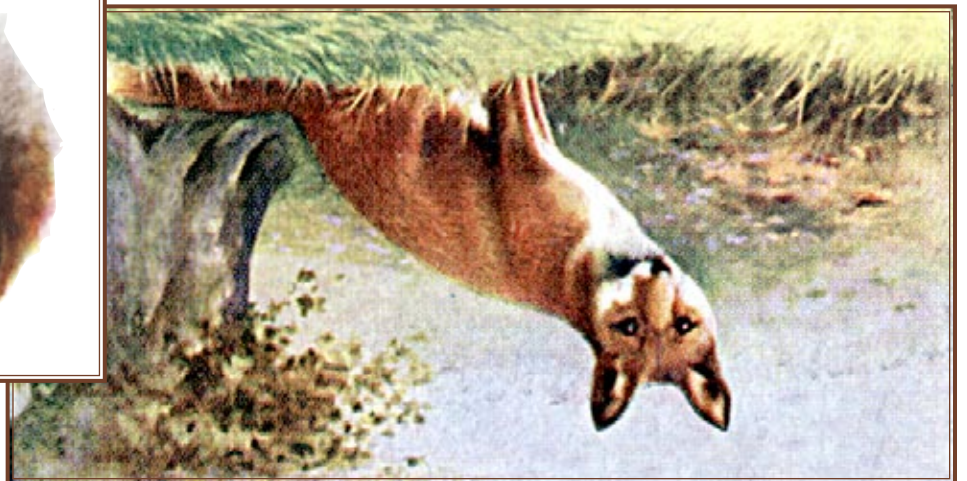
This **camel** has a long winter coat.

Camels can live for a long time without food or water.

7

8

The **fox** is in the dog family.
 Foxes live in holes in the ground.
 Foxes eat small animals, insects, fruit, and eggs.





The **zebra** is in the horse family.

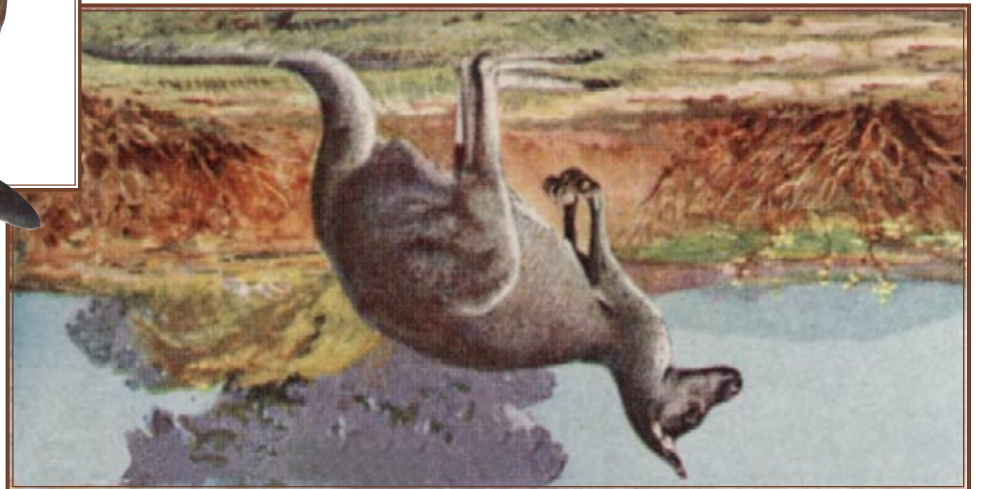
Zebras have white and black stripes and live in grasslands.

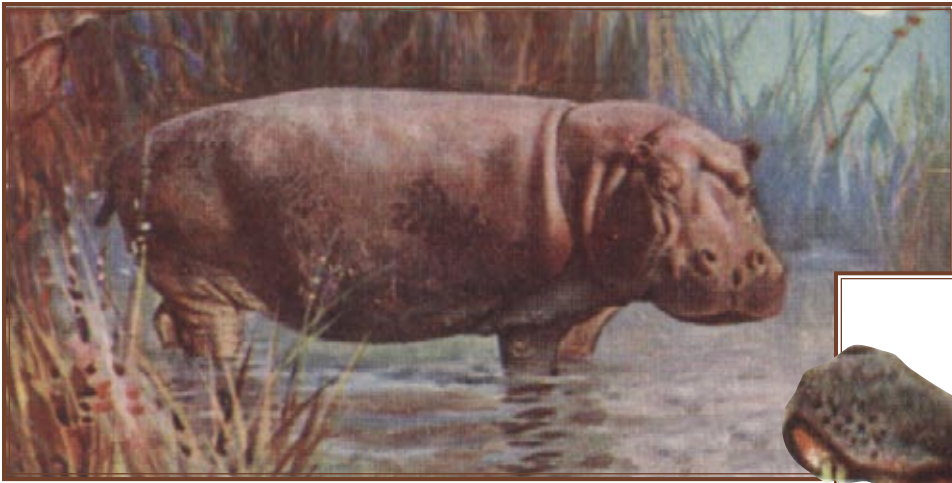
The hair on their necks stands straight up.

9

10

The **great gray kangaroo** has a pouch.
It uses its strong back legs to hop.
Kangaroos eat grass and other plants.





The **hippopotamus** spends most of its time in water.
A hippopotamus has no hair.
It eats grass and water plants.

11

12

Polar bears live in cold places.
They have thick fur to stay warm.
They eat seals, birds, and fish.
There are many kinds of animals.

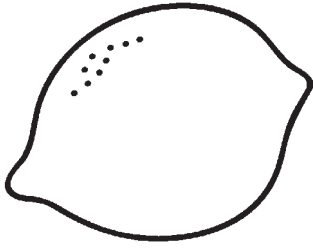


Name _____

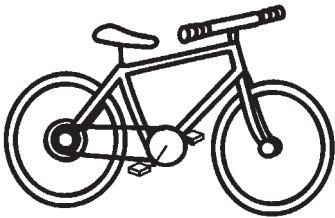
Animal	Detail (animal characteristic, habitat, or diet, for example)

INSTRUCTIONS: After completing the first example as a group, have students record the key facts of the remaining animals in the book.

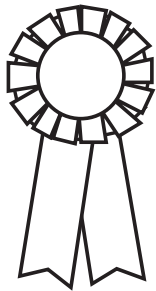
Name _____



lime



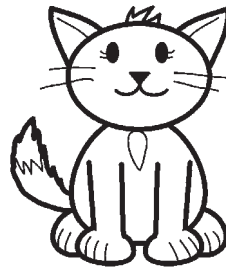
bike



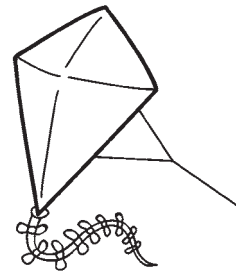
ribbon



line



kitten



kite

INSTRUCTIONS: Have students read each word and circle the words with the long /i/ vowel.

Name _____

1. The hippo made a loud noise.

2. The horse ate some yellow oats.

3. The animals roamed the rolling countryside.

4. Brown and red leaves fell from the trees.

5. Black stripes decorated the zebra's back.

6. The strong zookeeper trained the lions.

INSTRUCTIONS: Have students read each sentence, circle the adjective, and draw a line under the noun it describes.

I'd Like to Be

A Reading A-Z Level H Leveled Reader

Word Count: 234



Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

I'd Like to Be



**Multi
level
E H K**

Written by Katalina Page

www.readinga-z.com

I'd Like to Be



Written by Katalina Page

www.readinga-z.com

Photo Credits:

Front cover, back cover, 3, 4, 5, 12: © Glyn Jones/Corbis; title Page, 6, 7, 8, 9, 10, 11, 13, 14: © PhotoDisc

I'd Like to Be
Level H Leveled Reader
© Learning A-Z, Inc.
Written by Katalina Page

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



I'd like to be
a silly clown
and see your frown
turn upside down.



I'd like to play
a game of ball
and be a star
when I grow tall.



I'd like to be a gardener.
I'd sow many seeds,
water the plants,
and pull out the weeds.



I'd like to be a mermaid
and swim in the sea,
sing to the dolphins,
and have them sing to me.



I'd like to be a cowboy
and ride on a horse,
sleep under the stars
and see the cows, of course.



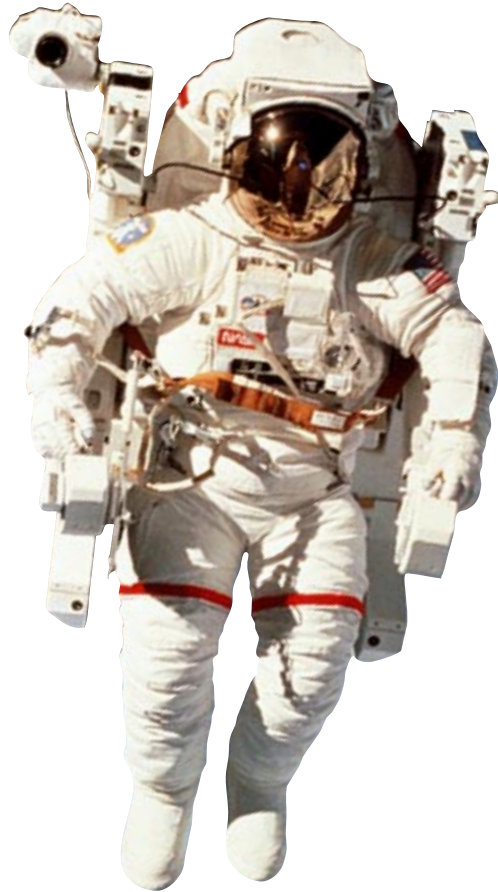
I'd like to be a dancer,
dancing to the beat.
Music makes me happy,
you see it in my feet.



I'd like to be an artist,
painting in the city.
Red, blue, green, and purple
will make it very pretty.



I'd like to be a pirate,
strong and very bold.
I'd sail my ship all day,
looking for some gold.



I'd like to be an astronaut.
I could work in space.
I would fly a rocket
and see a brand new place.



I'd like to work with animals,
a keeper at the zoo.
I'd teach them silly tricks.
You'd see something new.



I'd like to make music
and play a tune so sweet
to share when I feel happy
with people when we meet.



Everyone has a dream
of what they'd like to be.
Listen to your talents
to find what you will be.

Name _____

Reality	Fantasy

I'D LIKE TO BE • LEVEL H • 1

I'd like to be _____ (real)	I'd like to be _____ (fantasy)

SKILL: REALITY AND FANTASY

INSTRUCTIONS: Have students write the job, profession, or type of person from the book under the correct heading in the chart. Then, in the box at the bottom, have them draw a picture of one thing that is real that they'd like to be on the left side, and one thing that is fantasy on the right side. Have students label their pictures.

Name _____

INSTRUCTIONS: Have students write the nouns in the box under the correct heading.

Word Bank

I'D LIKE TO BE • LEVEL H • 2

doctor waitress Miss Hansen tennis player
lake Natasha Wisconsin Principal Glass

Common Noun

Proper Noun

SKILL: PROPER NOUNS

Name _____

INSTRUCTIONS: Have students cut out the words and form compound words. Have them write the new words on a separate sheet of paper.



mail

box

school

man

lunch

yard

out

teacher

back

side

I'D LIKE TO BE • LEVEL H • 3

SKILL: COMPOUND WORDS

LEVELED READER • H

Weird Bird Beaks



Written by Joe Slade

www.readinga-z.com

**Multi
level
H N R**

Weird Bird Beaks

A Reading A-Z Level H Leveled Reader • Word Count: 130



**Reading a-z**

Visit www.readinga-z.com for thousands of books and materials.

Weird Bird Beaks



Written by Joe Slade

www.readinga-z.com

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

Correlation

Weird Bird Beaks
Level H leveled Reader
© Learning A-Z, Inc.
Written by Joe Slade
All rights reserved.
www.readinga-z.com

Table of Contents

Bearded Barbet..... 4

Crossbill 5

Rhinoceros Hornbill 6

Sword-Billed Hummingbird 7

Brown Pelican 8

Shoebill Stork 9

Spoonbill 10

Toucan 11

I am a bearded barbet.
I have feathers on my beak that look like hair.





Crossbill

I am a crossbill.

My beak is crossed like an X.

My beak gets the seeds out of tree cones.

5

6

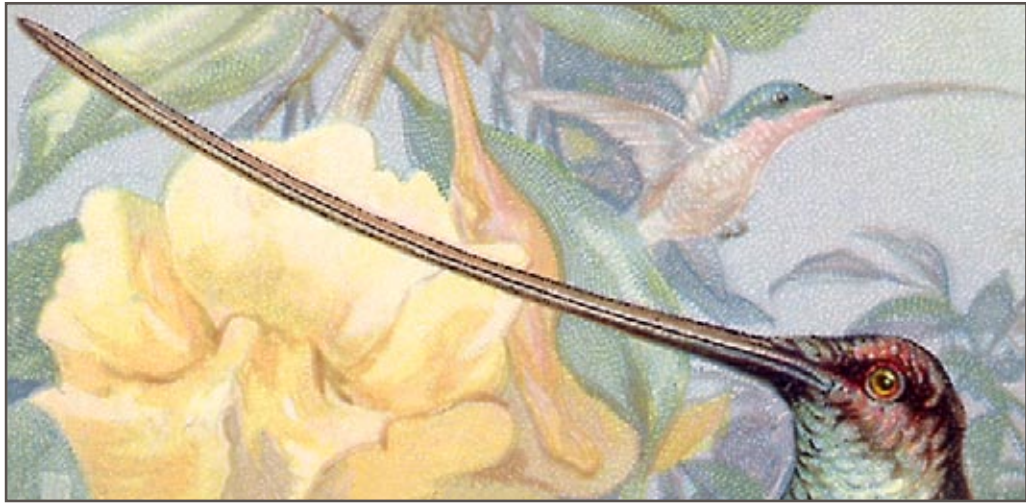
I use it to knock down fruit.

I have a horn on top of my beak.

I am a rhinoceros hornbill.

Rhinoceros Hornbill





Sword-Billed Hummingbird

I am a sword-billed hummingbird.

I use my long beak to drink from flowers.

7

8

I am a brown pelican.
I can hold fish in the skin under my beak.

Brown Pelican





Shoebill Stork

I am a shoebill stork.

My beak is shaped like a shoe.

9

I am a spoonbill.
My long beak looks like a spoon.

10

Spoonbill





Toucan

I am a toucan.

My huge and colorful beak is very light.

11

Many birds have weird beaks.
Which beak is your favorite?

12

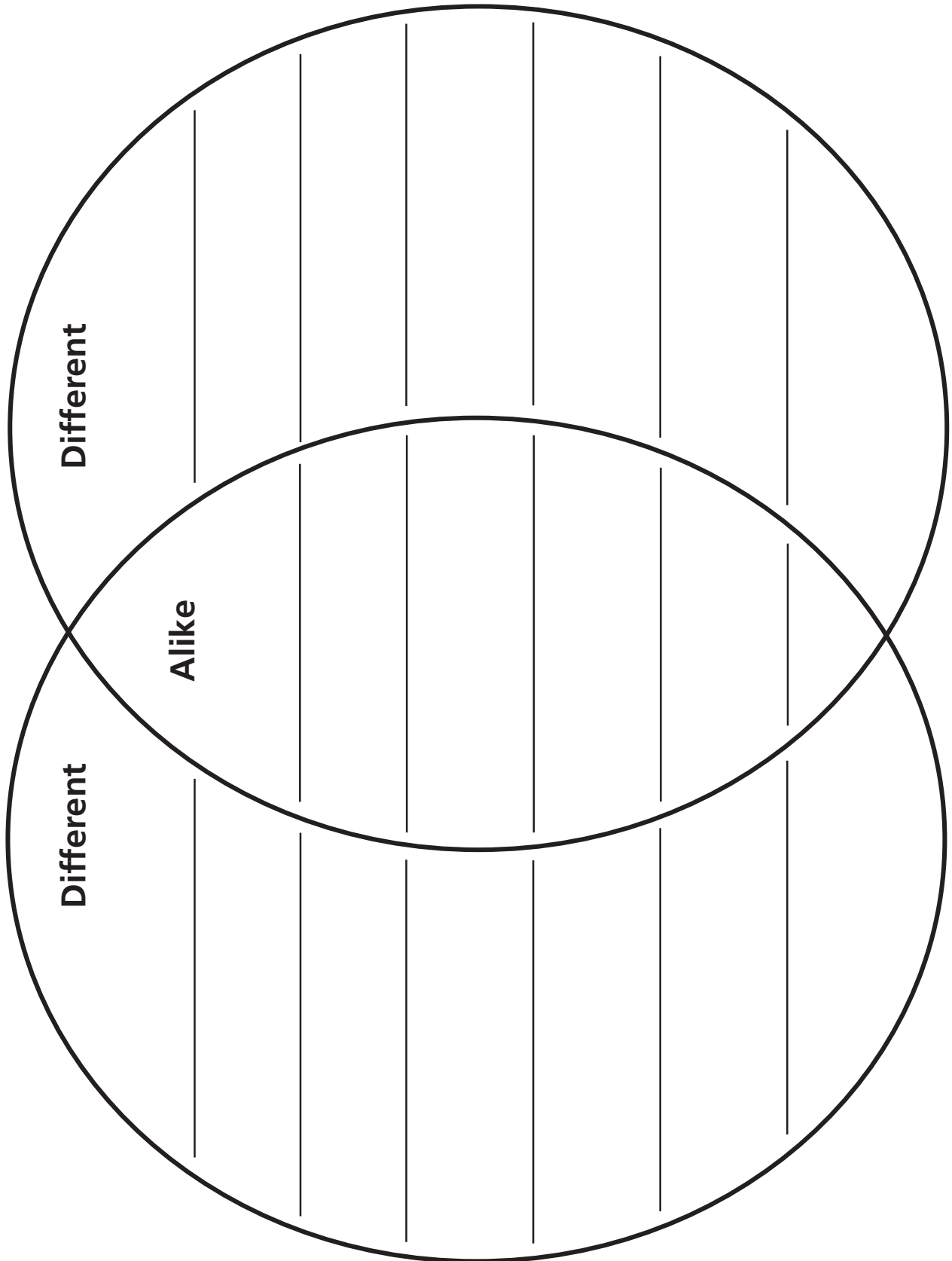


Name _____

Instructions: Compare and contrast the beaks of brown pelicans and spoonbills. Write the two topics you are comparing on the lines. Write the details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic: _____

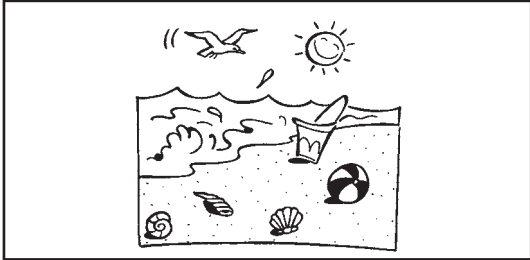
Topic: _____



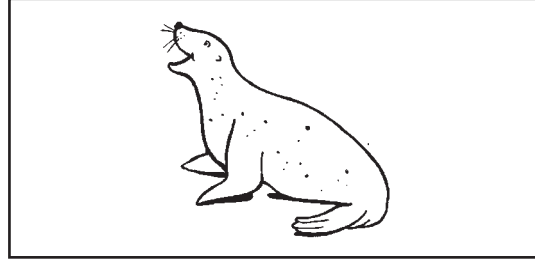
Name _____

ea

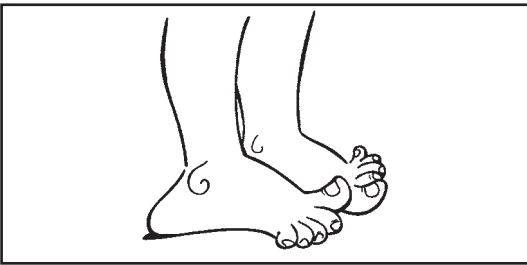
ee



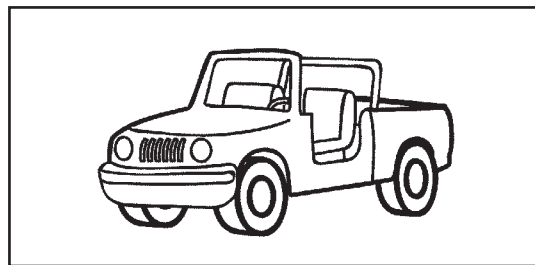
b _____ ch



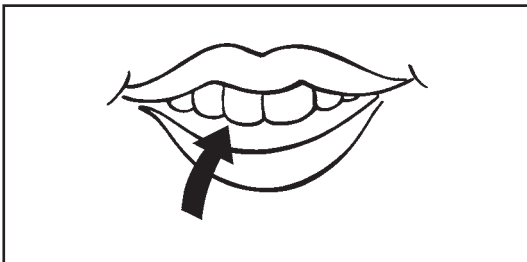
s _____ l



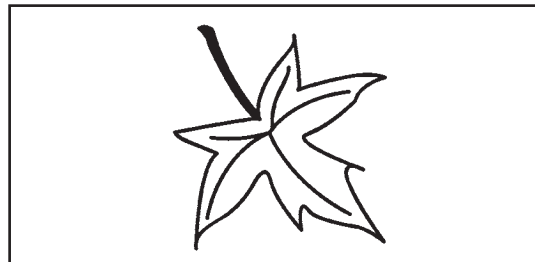
f _____ t



j _____ p



t _____ th



l _____ f

INSTRUCTIONS: Have students complete the words below each picture by writing the correct vowel spelling pattern from the box at the top.

Name _____

INSTRUCTIONS: Read the sentences below. Circle all of the adjectives and underline the nouns or pronouns that they describe.

1. I am a bearded barbet.

2. My beak gets the seeds out of tree cones.

3. I am a rhinoceros hornbill.

4. I use my long beak to drink from pretty flowers.

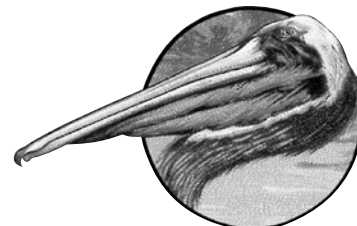
5. I am a brown pelican.

6. I am a shoebill stork.

7. My huge and colorful beak is very light.

8. Many birds have weird beaks.

9. Which beak is your favorite?

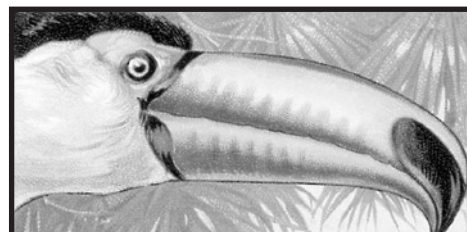


Name _____

Instructions: Choose an antonym for each word in the box. Put a check mark in the thesaurus box across from each word after you check your answers in a thesaurus.

heavy	tiny	release	bottom
few	useless	short	in

Word	Antonym	Thesaurus
out		
top		
long		
hold		
useful		
huge		
many		
light		



LEVELED READER • H

Police Officers



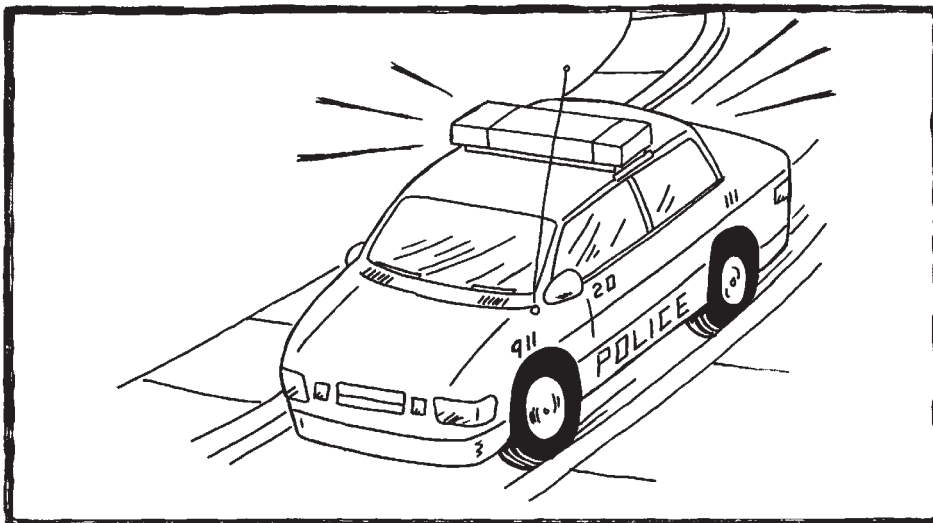
Written by Julie Harding • Illustrated by Charles Jordan

www.readinga-z.com

**Multi
level
E H K**

Police Officers

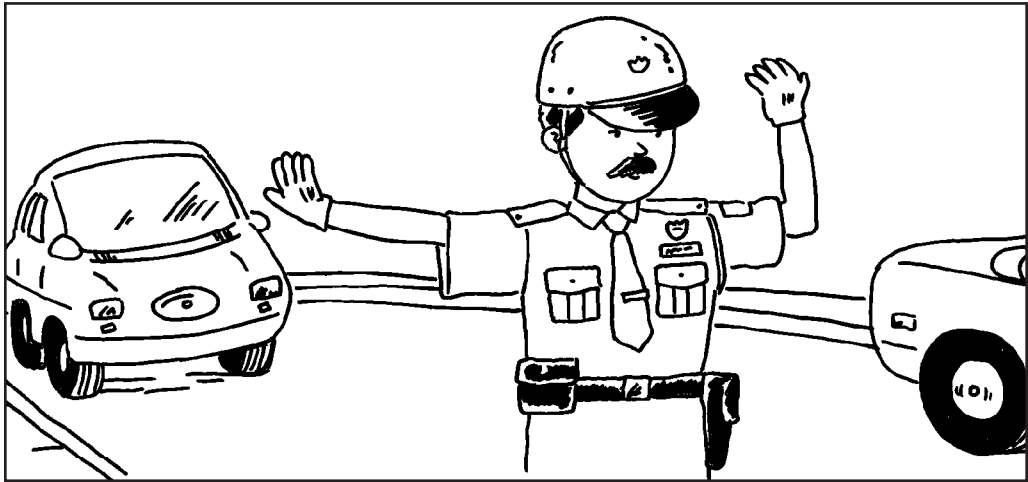
A Reading A-Z Level H Leveled Reader • Word Count: 219




Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

Police Officers



Written by Julie Harding
Illustrated by Charles Jordan

www.readinga-z.com

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

Correlation

Police Officers
Level H leveled Reader
© Learning A-Z, Inc.
Written by Julie Harding
Illustrated by Charles Jordan
All rights reserved.
www.readinga-z.com

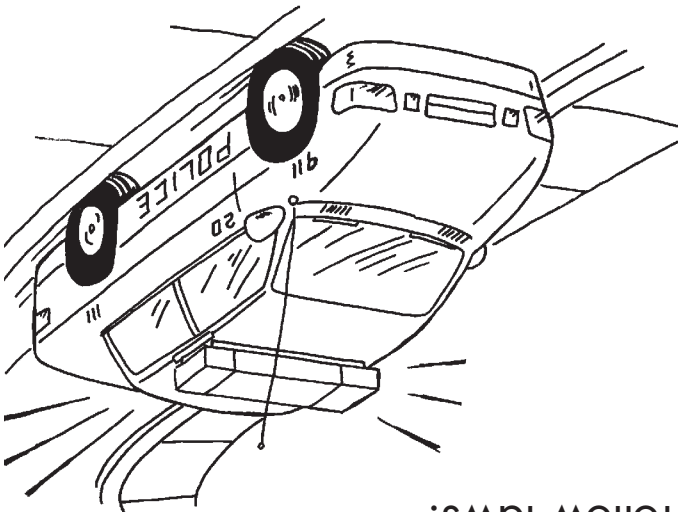


Table of Contents

Introduction	4
Becoming a Police Officer	5
Police Uniforms	7
How Police Officers Get Around	10
How Police Officers Help People	12
Glossary	14

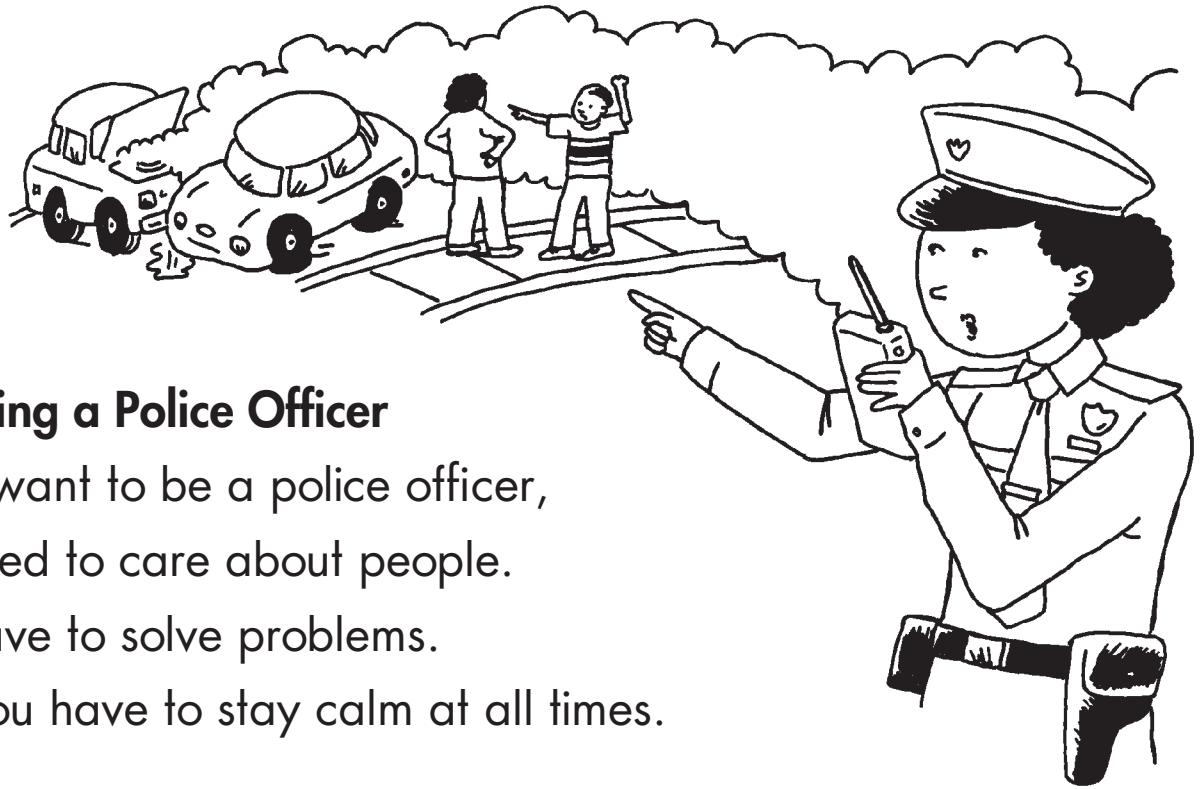
3

4



Around the world, police officers help people.
 They keep people safe.
 Police officers make sure people follow laws.
 They **protect** people.
 And they solve crimes.

Introduction

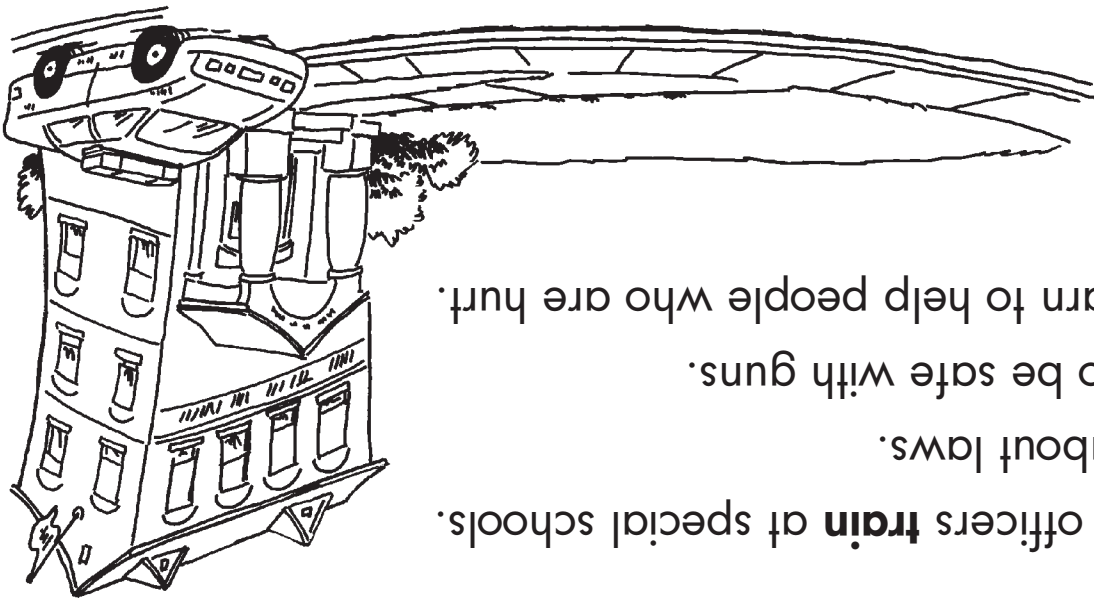


Becoming a Police Officer

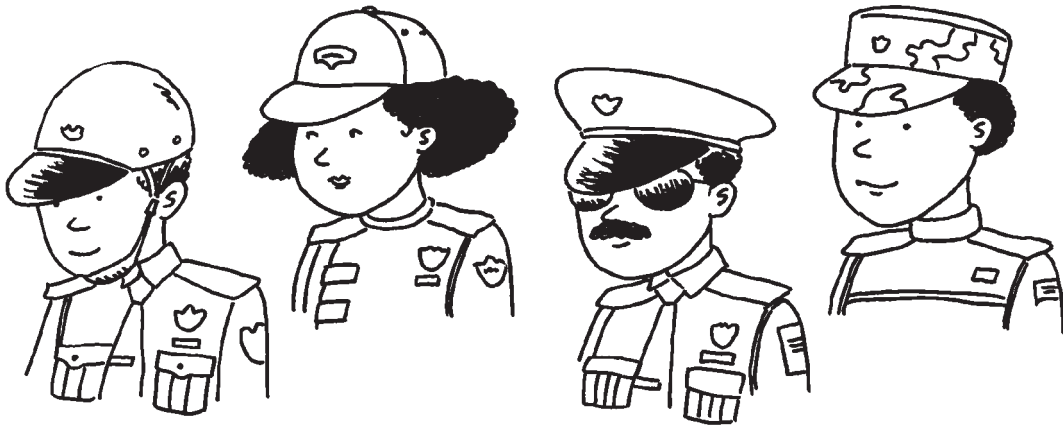
If you want to be a police officer,
you need to care about people.
You have to solve problems.
And you have to stay calm at all times.

5

9



Some police officers **train** at special schools.
They learn about laws.
They learn to be safe with guns.
And they learn to help people who are hurt.



Police Uniforms

Police officers wear different **uniforms**.

Many police uniforms are dark blue.

But in some countries, uniforms are tan or green.

7

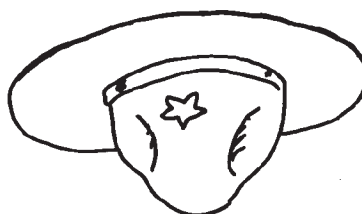
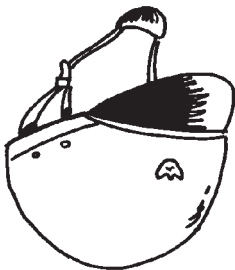
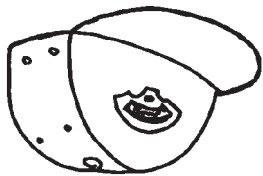
8

Others wear baseball caps.

Some police officers wear helmets.

State troopers and forest rangers wear big hats.

Many police officers wear small hats.





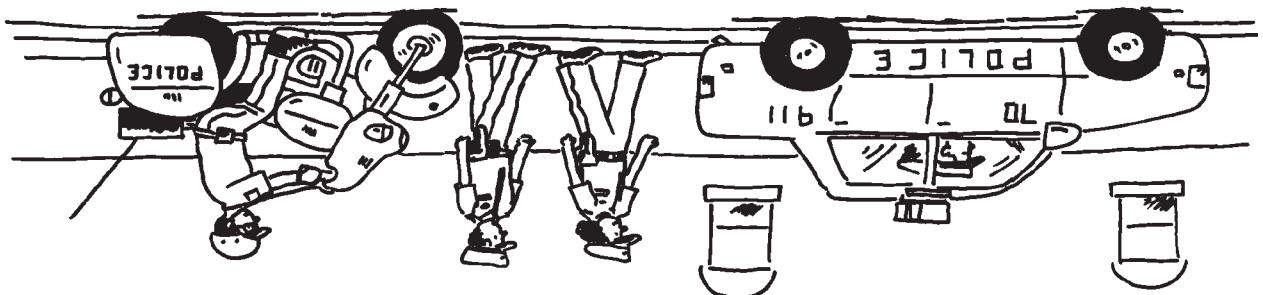
The pictures show some of the hats police officers wear.

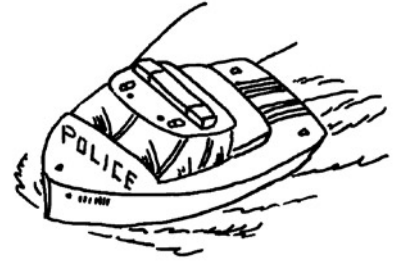
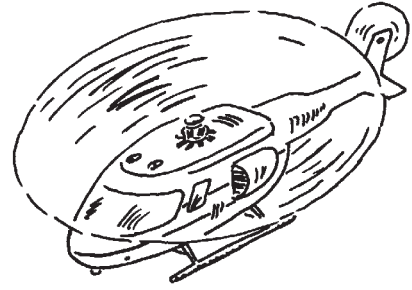
9

10

To do their job, most police officers have to get around.
 Some police officers walk.
 Others ride around in cars.
 Some ride motorcycles.

How Police Officers Get Around





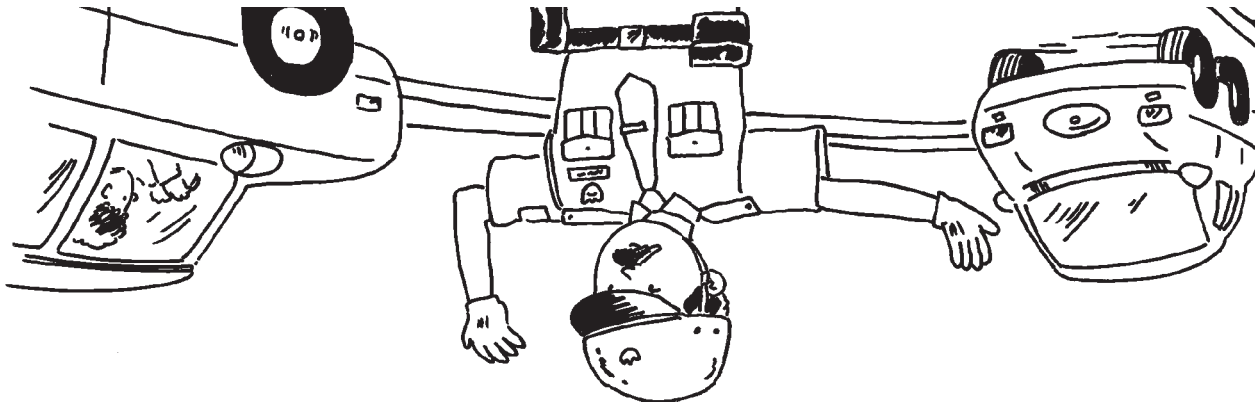
Police officers in some places ride horses.
Some even get around on bicycles.
Some police officers fly in helicopters.
And some police officers who ride in boats.

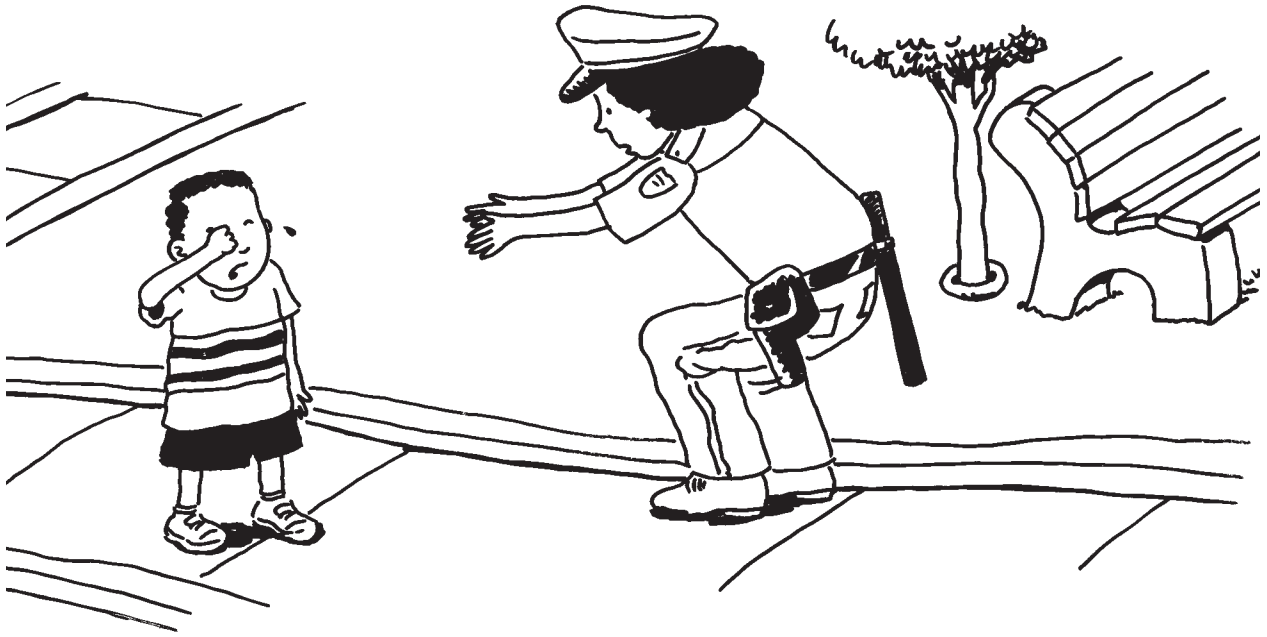
11

12

Police officers help people in many ways.
They stop crimes.
Some direct traffic.
And they stop speeders.

How Police Officers Help People





Others help lost children find their parents.

What other ways do police officers help people?

13

14

uniforms (n.)

train (v.)

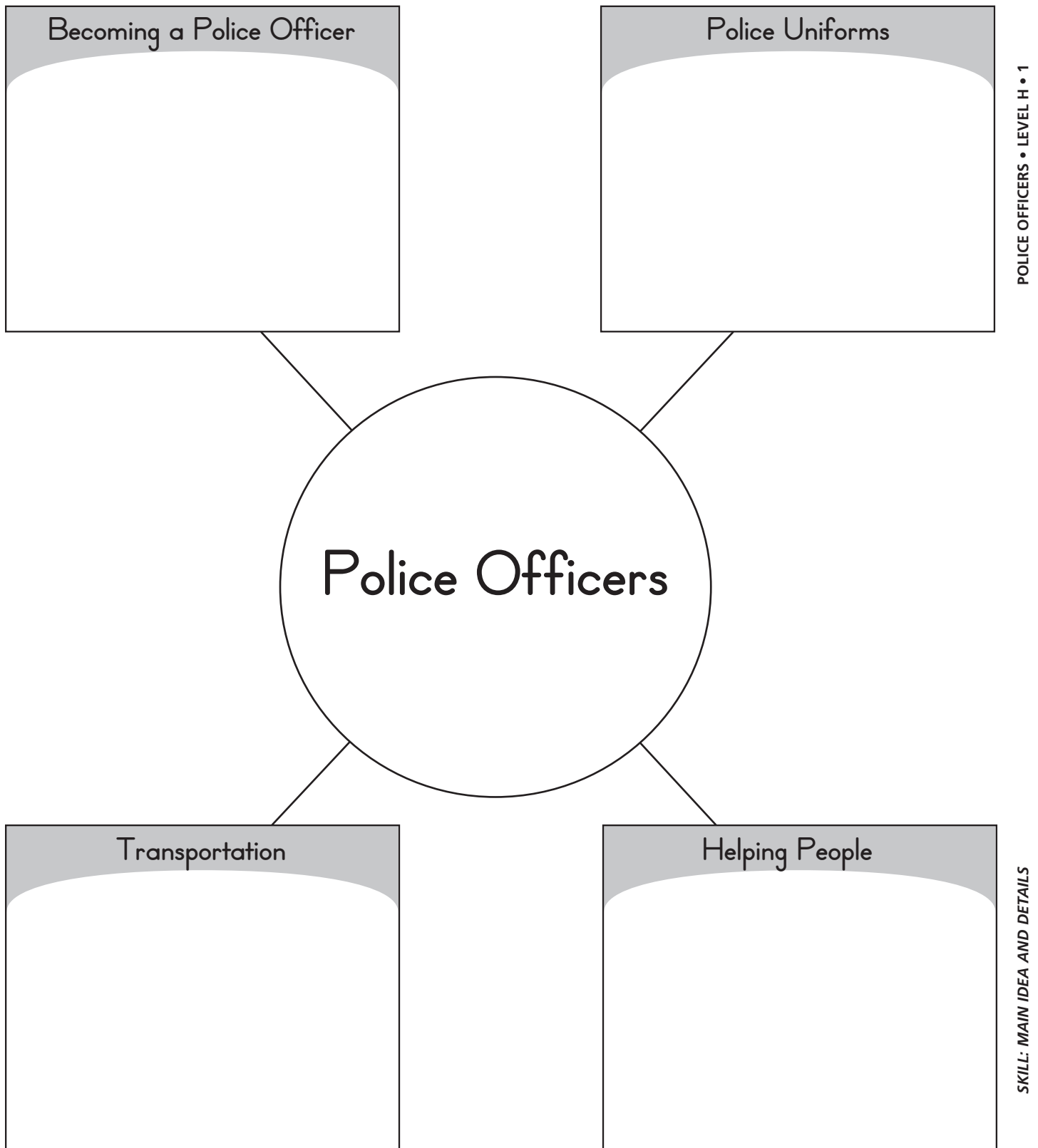
protect (v.)

to keep something from harm (p. 4)
to learn to do something well (p. 6)
special clothes for a job (p. 7)

Glossary



Name _____



INSTRUCTIONS: Have students write details that tell more about each main idea above.

Name _____

air

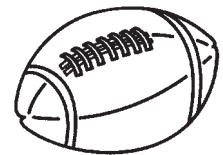
ball

snowman



snow

box



tool

paper



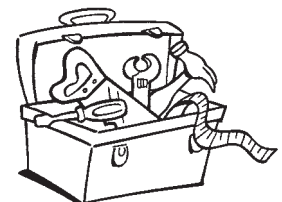
news

plane



foot

man



INSTRUCTIONS: Have students join two words to make a compound word that names each picture. Then have them write the compound word next to the matching picture.

Name _____

Group A

Group B

Her hair is brown.

The cat ate first, and then it took a nap.

Her eyes are green.

The cat ate first.

The school closed, and the teacher left.

The cat took a nap.

The school closed.

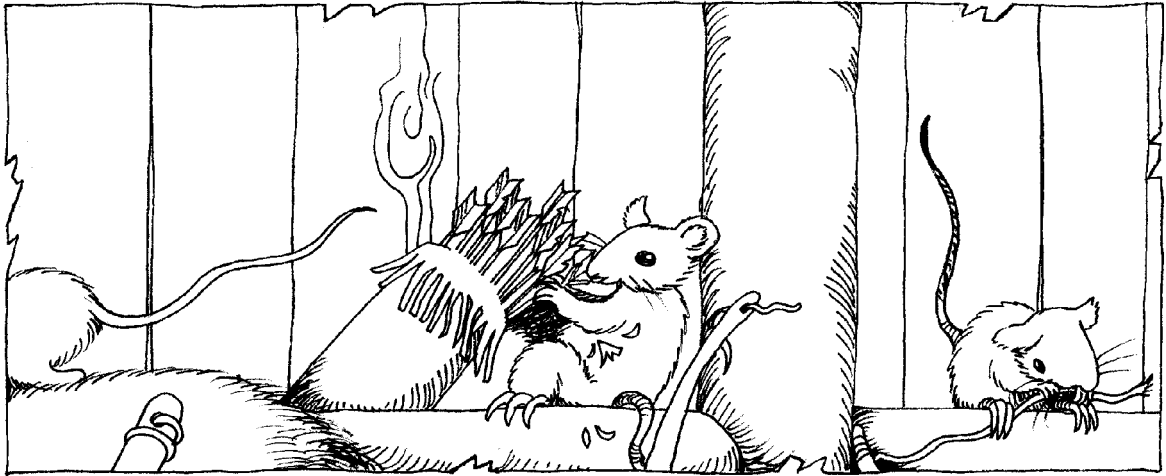
Her hair is brown, and her eyes are green.

The teacher left.

INSTRUCTIONS: Have students match the sentences in Group A to the sentences with commas in Group B. Then have them circle the commas.

LEVELED READER • H

How the Mice Beat the Men

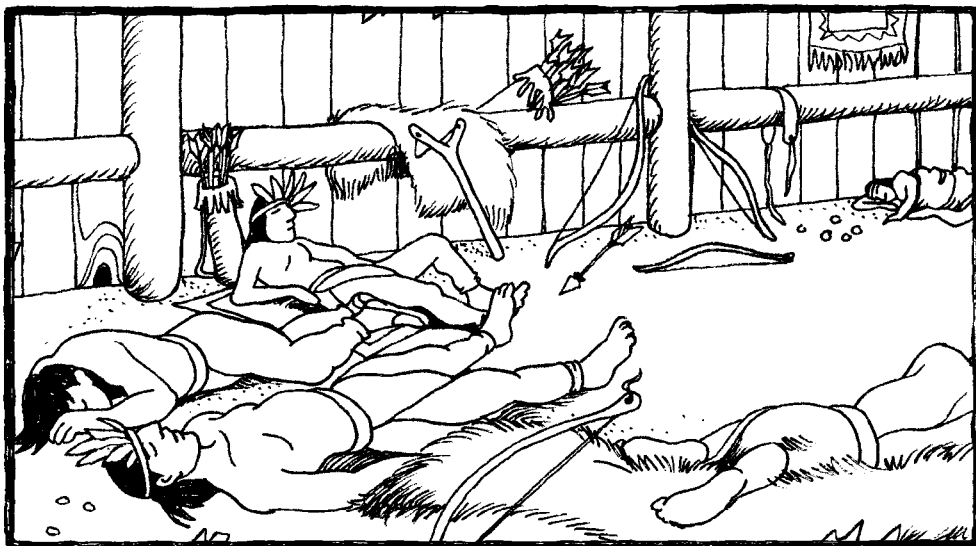


A Native American Folktale Retold by Bertha E. Bush • Illustrated by Pamela Johnson

www.readinga-z.com

How the Mice Beat the Men

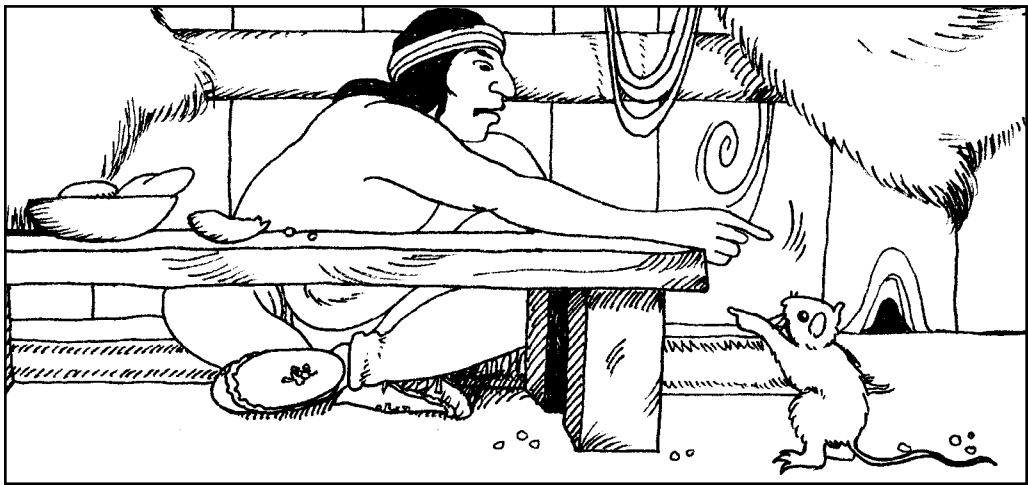
A Reading A-Z Level H Leveled Reader • Word Count: 229



Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

How the Mice Beat the Men



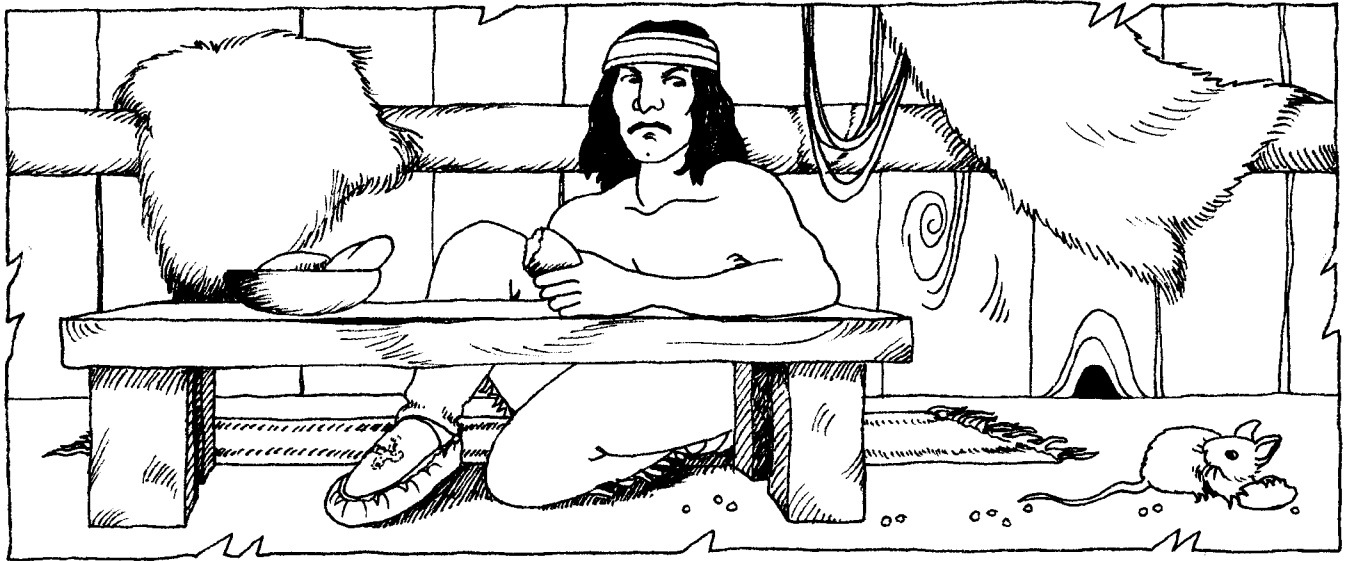
A Native American Folktale Retold by Bertha E. Bush
Illustrated by Pamela Johnson

www.readinga-z.com

14	DRA
13-14	Reading Recovery
H	Fountas & Pinnell

LEVEL H
Correlation

How the Mice Beat the Men
Level H leveled Reader
© 2003 Learning Page, Inc.
A Native American Folktale (Tribe of origin unknown)
Retold by Bertha E. Bush
Illustrated by Pamela Johnson
ReadingA-Z™
© Learning Page, Inc.
All rights reserved.
Learning Page
1630 E. River Road #121
Tucson, AZ 85718
www.readinga-z.com

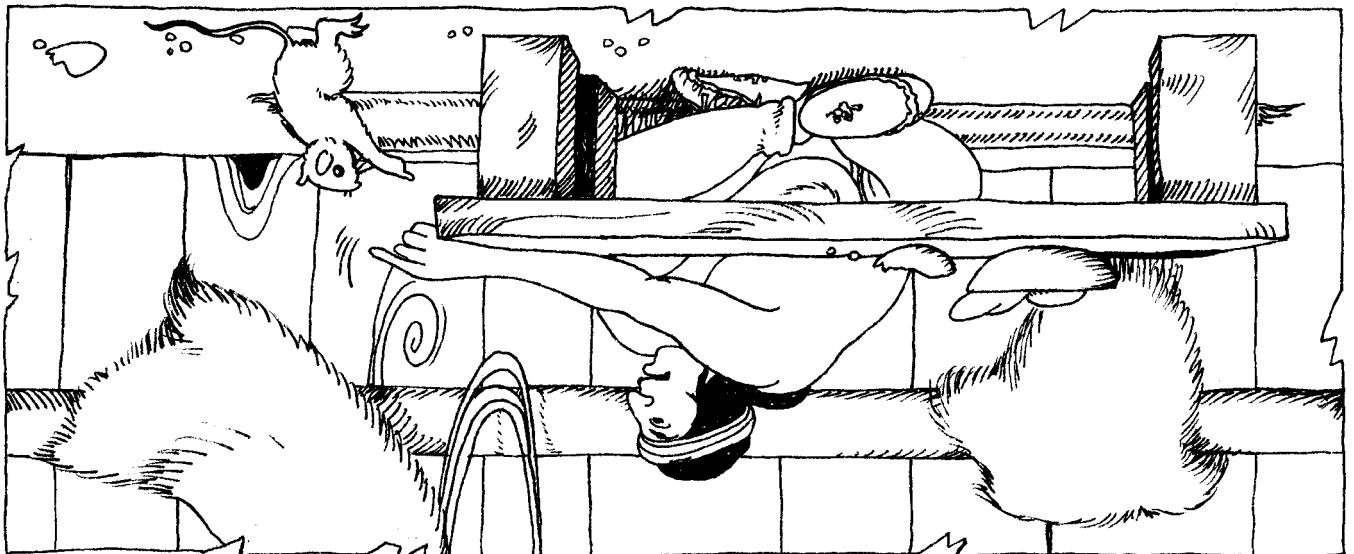


The mice and the men ate the same food.
 They lived in the same houses.
 But they did not like each other at all.

3

The mice said the men ate too much food.
 The men said the mice gnawed the walls of the houses.
 The mice and men decided to go to war.

4





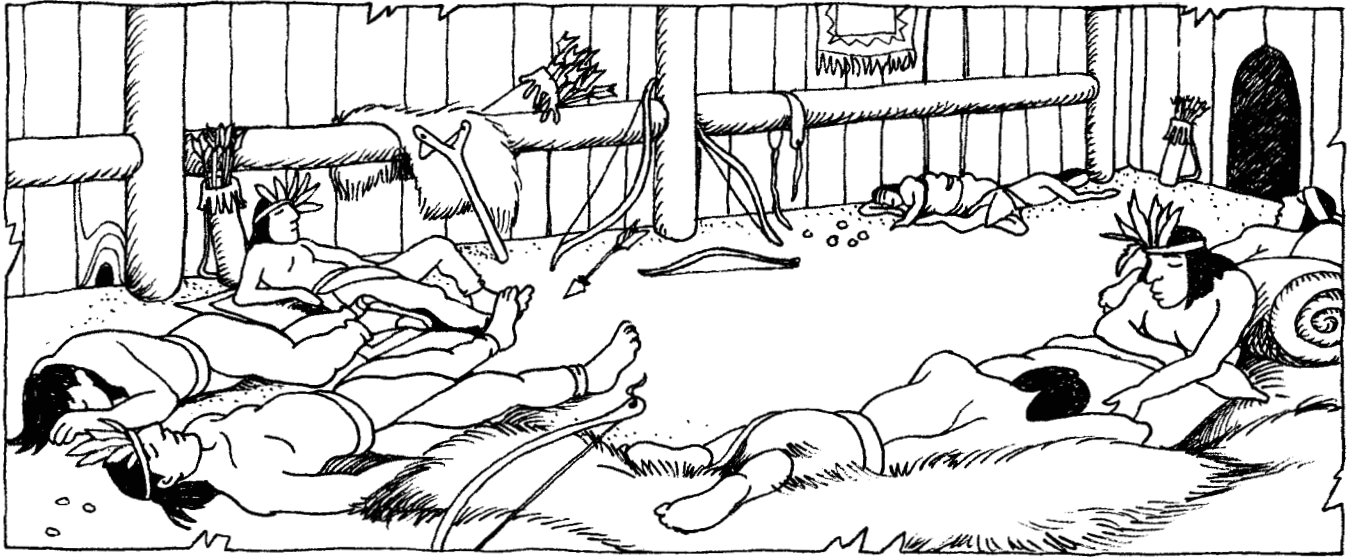
The men were sure they would win.
 They were so much bigger than the mice.
 The men did many things to get ready for the war.

5

6

They put new strings on their bows.
 They put feathers on their arrows.
 They made slings to throw rocks at the mice.



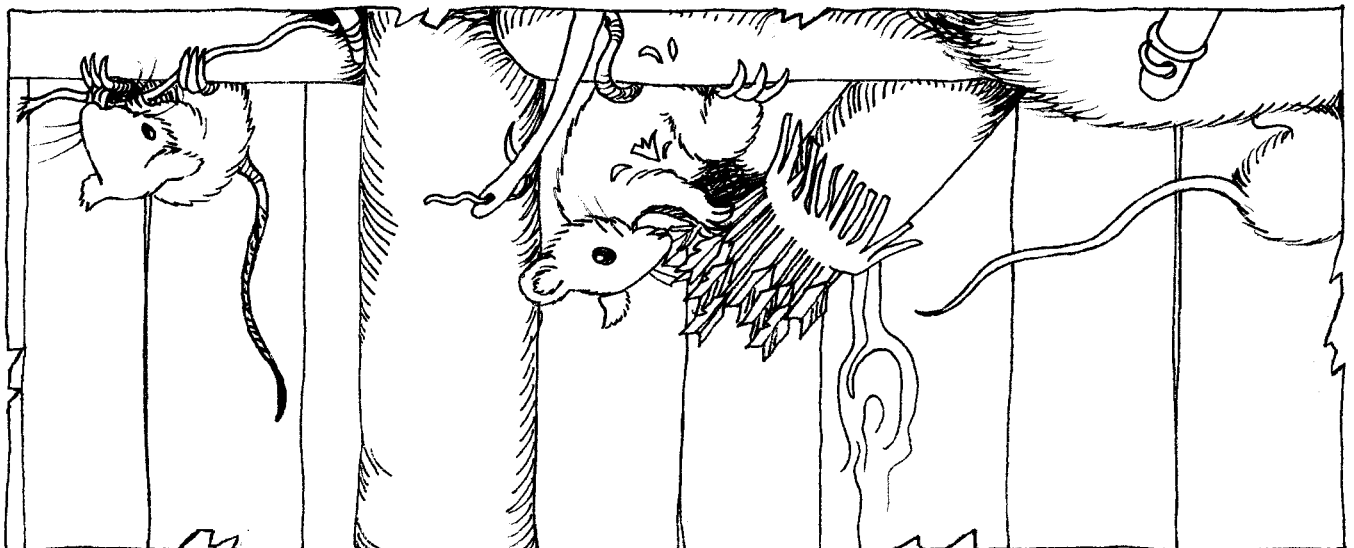


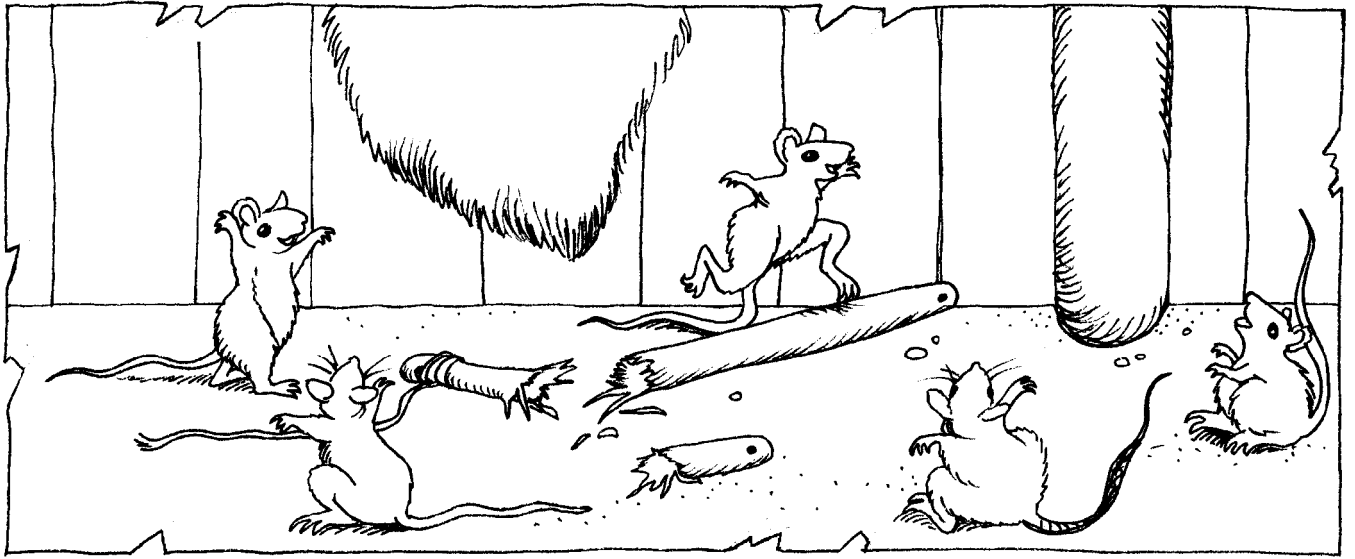
Before the war, the men had a big war dance.
The dancing made them very tired.
They all fell asleep.

7

Then the little mice crept into the room.
They gnawed the strings of the bows.
They cut the feathers from the arrows.

8



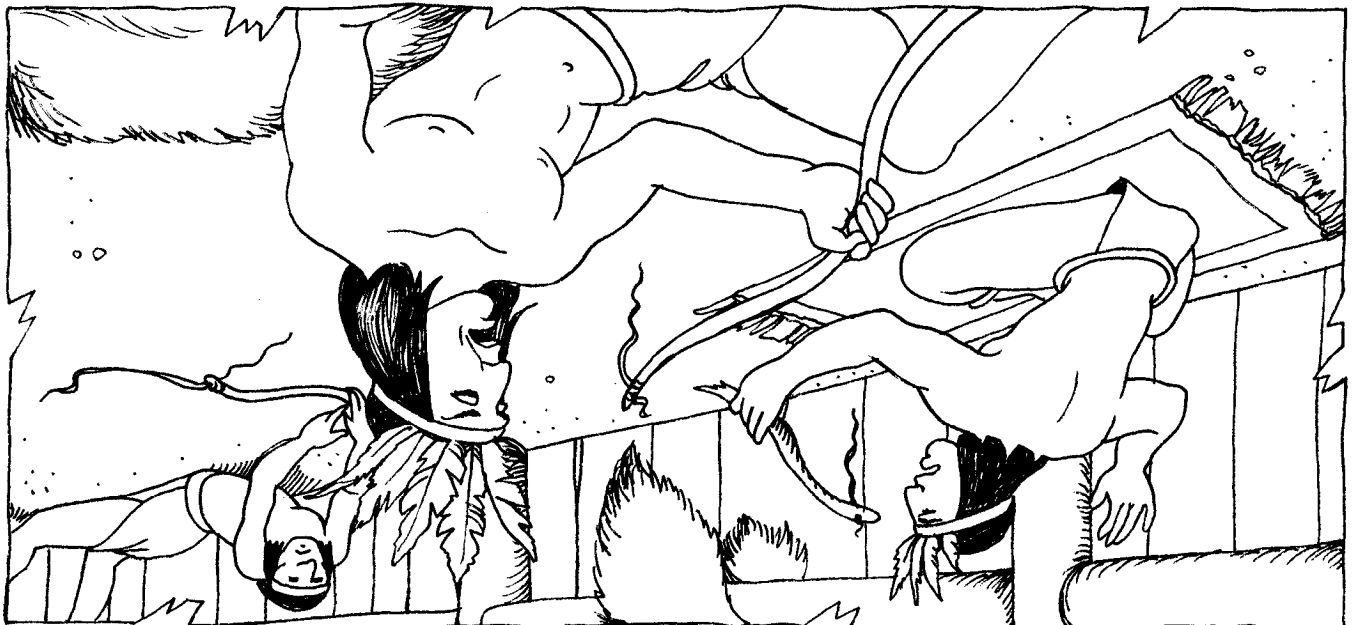


They broke the slings with their sharp teeth.
Then they gave a great war yell.
"Squeak!"

9

The men woke up, and they saw the mice.
They reached for their bows, but the strings were gnawed.

10

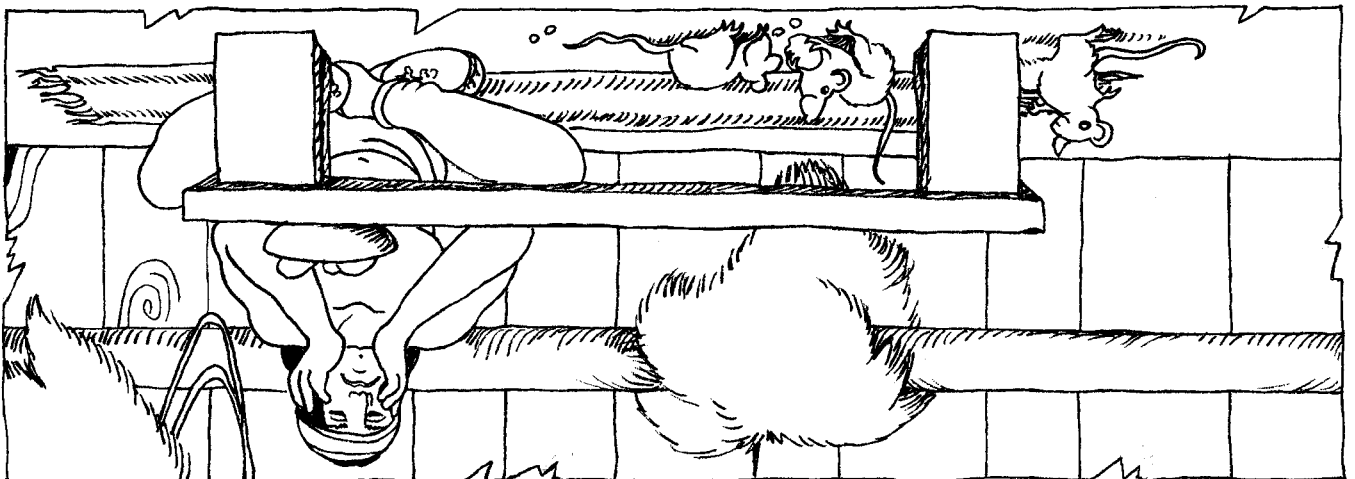




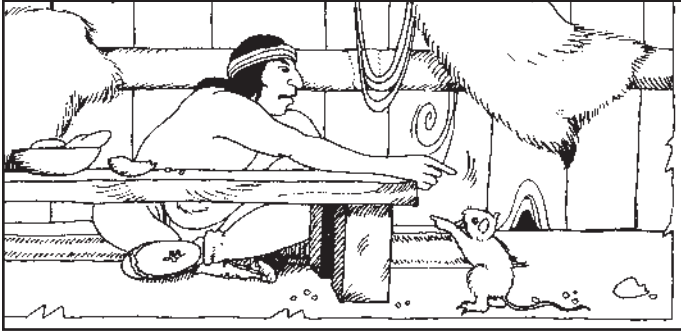
They picked up their arrows.
 The feathers were all cut.
 They took up their slings.
 Every sling was broken.

11

12
 The men had nothing to fight with.
 They could not drive the mice away.
 The mice won the war, even though they were smaller.
 Mice have been in men's houses ever since.



Name _____



First

The men get ready
for battle.

Second

Third

Fourth

Fifth

Sixth

Seventh

INSTRUCTIONS: Have students write the main events for *How the Mice Beat the Men* in the order in which they happened in the book.

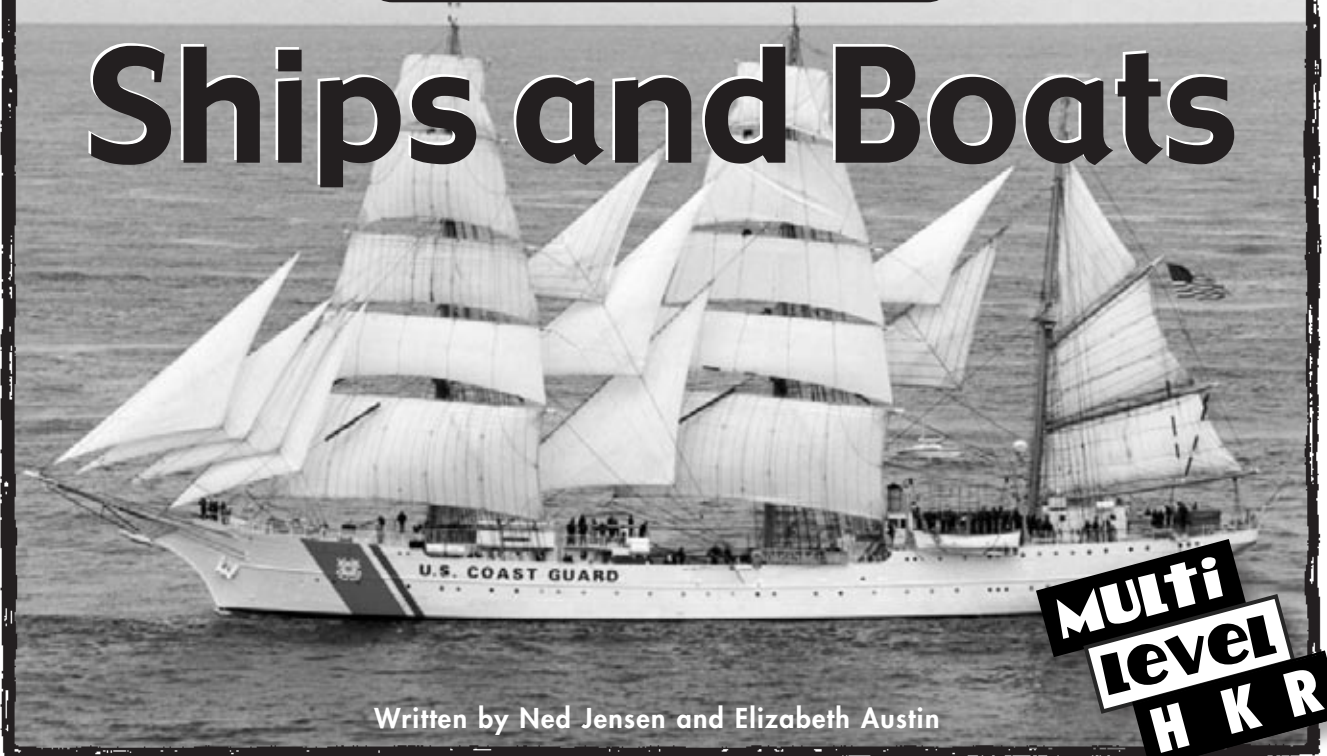
Name _____

Noun	Plural Noun
wall	
bow	
feather	
arrow	
sling	
rock	

INSTRUCTIONS: Read each noun with students. Have them write the plural form of each noun in the second column.

LEVELED READER • H

Ships and Boats



Written by Ned Jensen and Elizabeth Austin

www.readinga-z.com

**Multi
Level
H K R**

Ships and Boats

A Reading A-Z Level H Leveled Reader • Word Count: 169




Reading a-z

Visit www.readinga-z.com for thousands of books and materials.

Ships and Boats



Written by Ned Jensen and Elizabeth Austin

www.readinga-z.com

Correlation	
LEVEL H	Fountas & Pinnell
14	DRA
13-14	Reading Recovery

www.readinga-z.com

All rights reserved.

Ships and Boats
Level H leveled Reader
© Learning A-Z, Inc.
Written by Ned Jensen and Elizabeth Austin

Title page: Ocean liner

Back cover: Motorboat and cruise ship

Front cover: U.S. Coast Guard training ship

Photo Credits:
front cover: courtesy of Larry Kellis/U.S. Coast Guard; back cover, title page, 4 (left), 4 (right), 5 (left), 5 (right), 6, 7 (right), 8 (left), 8 (right): © ArtToday; page 3: courtesy of Tech Sgt. Steve Cline/U.S. Airforce; page 7 (left): © Hemera Technologies, Inc./Jupiterimages Media Corporation; page 9: © Vangelis/Dreamstime.com; page 10 (left): courtesy of PA1 Teltair H. Brown/U.S. Coast Guard; page 10 (right): courtesy of Library of Congress, Prints and Photographs Div, [LC-USZC2-3365]; page 11: courtesy of PA3 Bridget Hieronymus/U.S. Coast Guard; page 12: © C. Voogt/Dreamstime; page 13: courtesy of PH3 Elizabeth Thompson/US Navy;



Table of Contents

Introduction	4
Early Ships and Boats	5
Ships and Boats Today.....	11

3

h

Ships and boats were once the fastest way to move things.
 Ships and boats carry people and **goods** over water.

Introduction





dugout canoe



Early Ships and Boats

The first boats were made out of logs.

People used poles to push the boats.

5

6

Other boats used paddles or oars.
The oars pushed against the water to move the boats.



South American reed boat

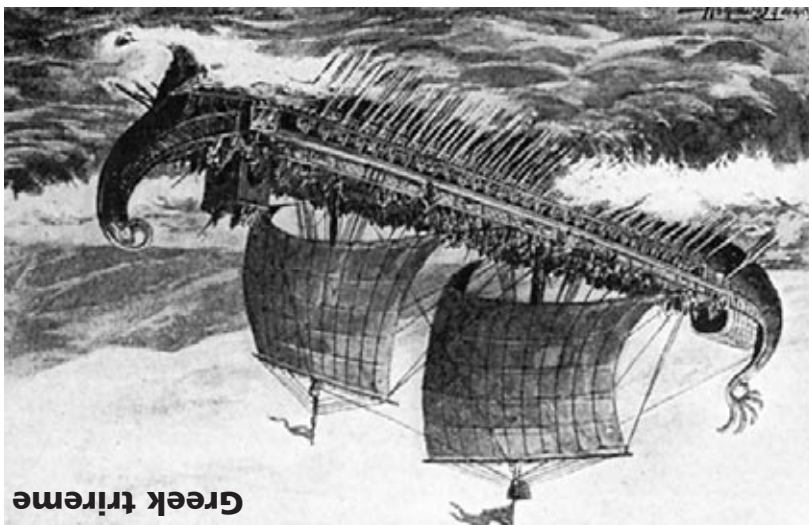


Later, people made boats with wooden **frames**.
They covered the frames with bark or animal skins.

7

8

Frame boats were larger than log boats.
Many people could row at the same time.



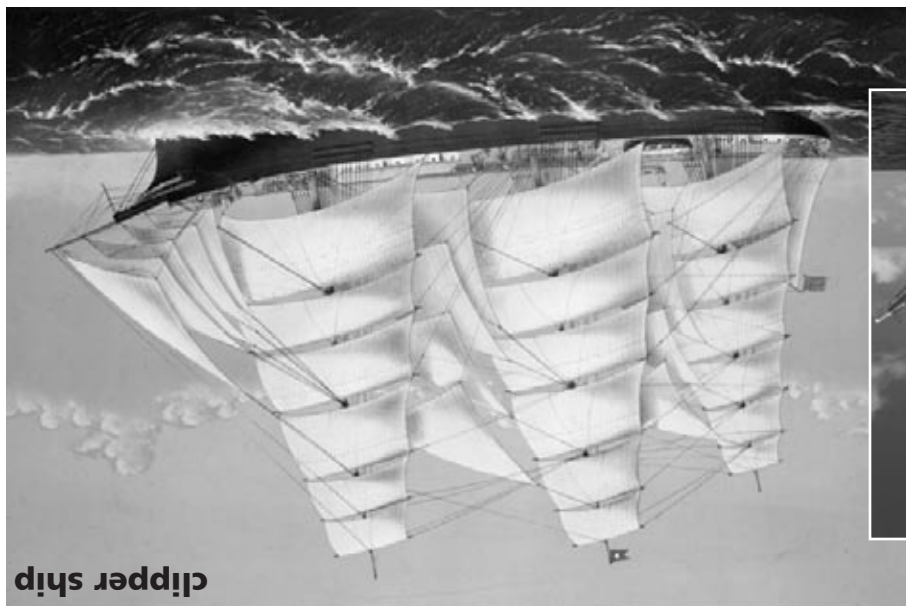


Sails were used to move boats, too.
The sails caught the wind to push the boat.

9

10

Larger ships needed more sails.
Sailing ships carried people around the world.





Ships and Boats Today

Many ships and boats today are made of metal or plastic. They often use motors to move through the water.

11

12

People still use smaller boats for fishing and fun. Many small boats still use paddles or oars.





Many countries use ships and boats to defend their **coasts**.
Ships and boats are still an important part of our world.

13

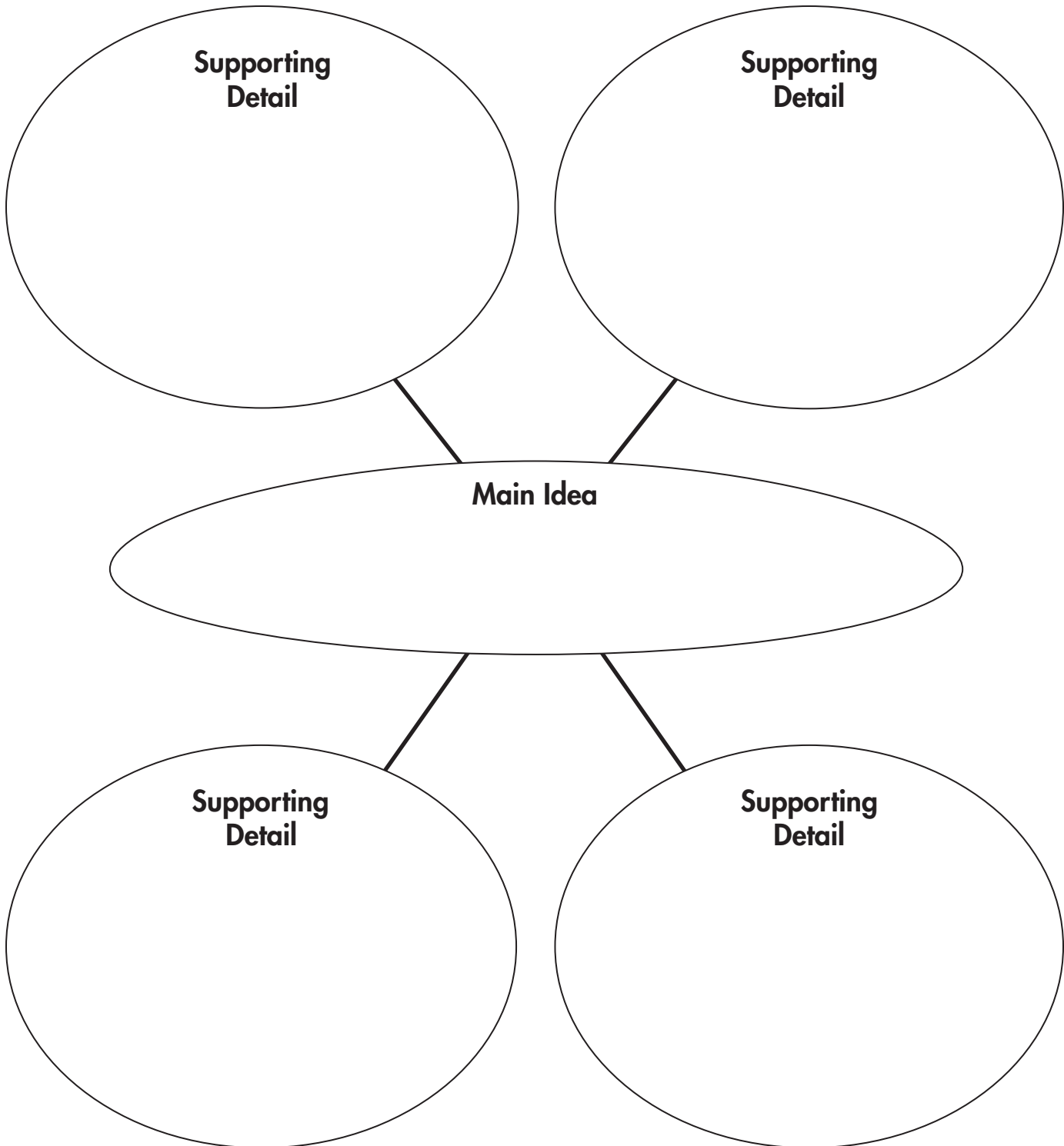
tl

coasts (n.) areas where the land meets the ocean (p. 13)
frames (n.) structures that give shape and strength to objects (p. 7)
goods (n.) things that can be bought and sold (p. 14)
oars (n.) poles with wide blades used to push boats through the water (p. 6)

Glossary

Name _____

INSTRUCTIONS: Write the main idea for the section titled "Ships and Boats Today" in the center of the web. Record the supporting details in the surrounding circles.



Name _____

INSTRUCTIONS: Read the sentences below. Find the comparative or superlative adjective in each sentence and circle it. On the line, identify it by writing either *comparative* or *superlative*.

1. Ships and boats were once the fastest way to move things.

2. Frame boats were larger than log boats.

3. The oars were longer than paddles. _____

4. Motorboats are faster than sailboats. _____

5. Rowboats are some of the smallest boats.

6. As ships became bigger, they needed more sails.

7. People still use smaller boats for fishing, fun, and sport.

Name _____

INSTRUCTIONS: Below are words taken from *Ships and Boats*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.

paddles	ship
frames	coasts
goods	motors
water	sails
oars	boat

Summer Olympics Events

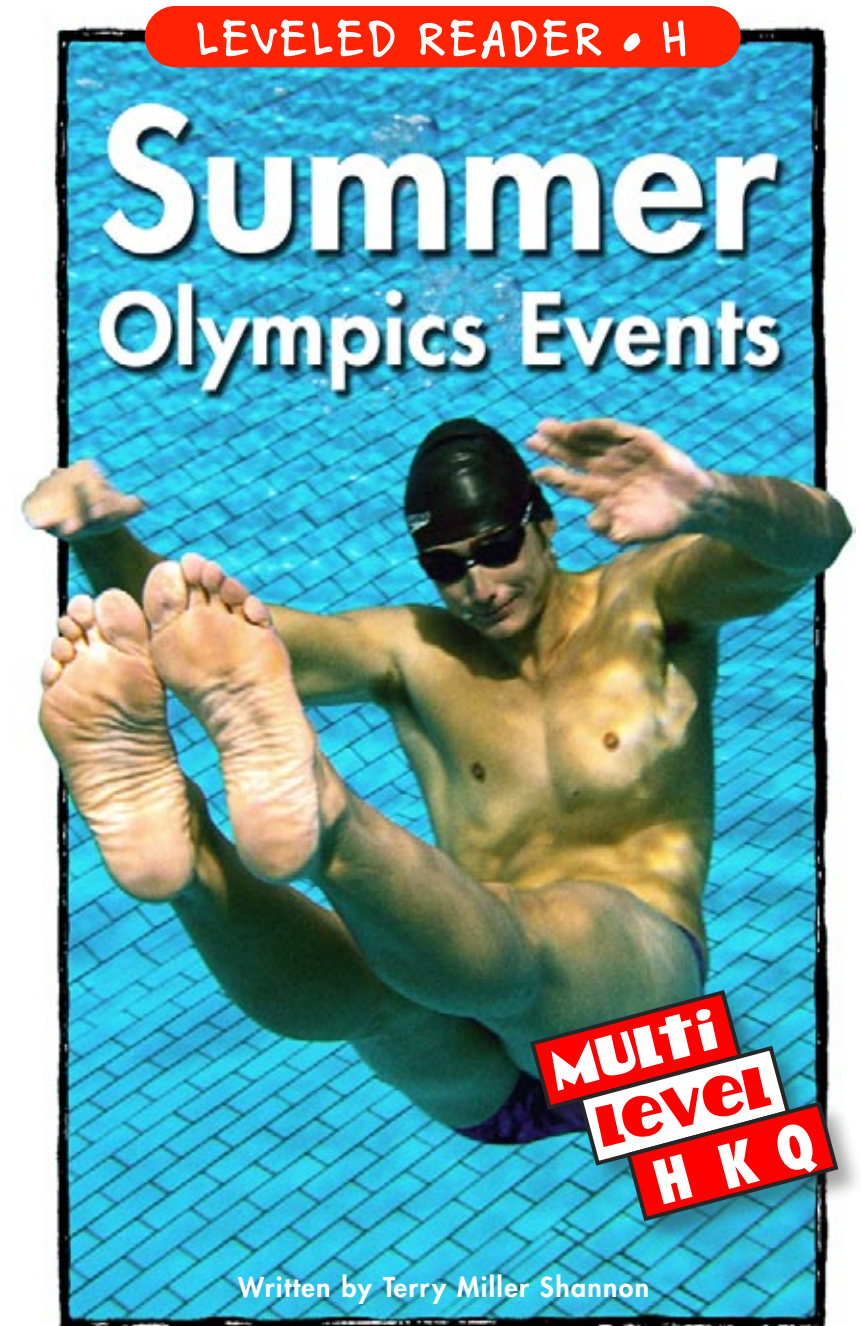
A Reading A-Z Level H Leveled Reader

Word Count: 153



Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.



www.readinga-z.com

Summer Olympics Events



Written by Terry Miller Shannon

www.readinga-z.com

Photo Credits:

Front cover, back cover, title page, pages 3, 6 (lower), 7 (lower 4), 8 (top, inset), 11 (bottom), 14: © ArtToday; page 10 (lower right): Courtesy of Christine Hogan/www.chogan.com; page 10 (top left, top right, bottom left), 11 (top): Courtesy of Williams College; page 12: Courtesy of Robert Morris University Island Sports Center, Pittsburgh, PA./www.rmuislandsports.org; page 5: © Ales Fevzer/CORBIS; page 6 (top): © Douglas Schwartz/CORBIS; page 7 (top): © Chad McDermott/istockphoto; page 9: © dreamstime; page 13: © Image 100/Royalty-Free/CORBIS

Summer Olympics Events
Level H Leveled Reader
© Learning A-Z, Inc.
Written by Terry Miller Shannon

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Table of Contents

The Summer Olympic Games.....	4
Water Sports.....	6
Track and Field	9
Gymnastics	12
Glossary	16
Index.....	16



Places where past games have been held:

Munich	1972	Barcelona	1992
Montreal	1976	Atlanta	1996
Moscow	1980	Sydney	2000
Los Angeles	1984	Athens	2004
Seoul	1988	Beijing	2008

The Summer Olympic Games

The Summer Olympics are held every four years.

They are held in cities around the world.



Athletes walk in a parade at the start of the Games.

Let's look at some of the games.



swimming

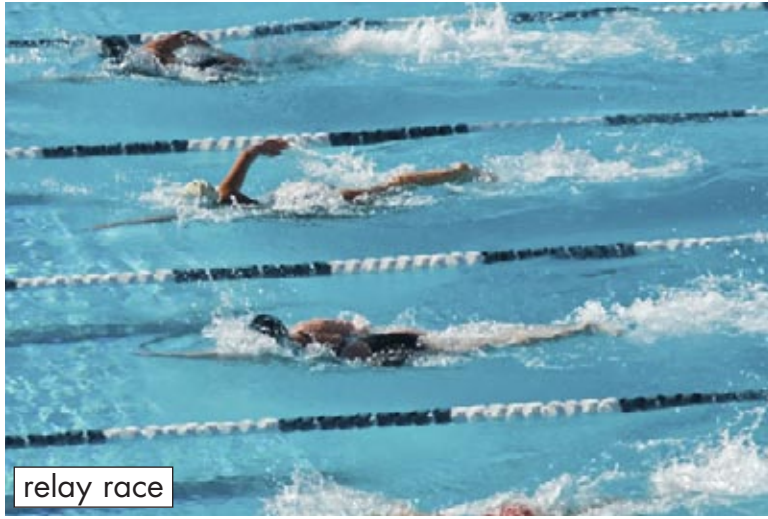


water polo

Water Sports

There are many water sports.

One water sport is swimming.



relay race



breaststroke



backstroke



butterfly stroke



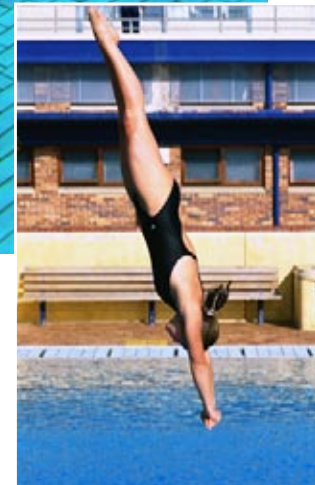
freestyle

Some swimming races use only one kind of stroke.
Other races use many strokes.



diving

Divers twist and flip before hitting the water.



Another water sport is diving.
Divers jump from high above the water.



Many Olympic events take place on the track and field.

Track and Field

Track and field events are games of running, throwing, and jumping. Races can be short or long.



hammer throw



discus



shot put



javelin

In throwing games, people win by throwing objects the farthest.



high jump

In the high jump, people leap over a bar.

In the long jump, people leap as far as they can.



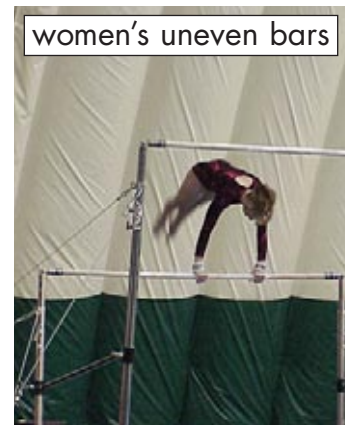
long jump



men's rings



women's balance beam



women's uneven bars



men's pommel horse

Gymnasts

Gymnasts leap, flip, and twirl. They need strength, skill, and good timing.



Only women **compete** on the balance beam. They must balance on the beam while they turn and flip.



A gymnast's arms and shoulders need to be strong to do the rings.

Only men compete on the rings. They hold onto the rings and flip their bodies in circles.

Summer Olympic Sports



Archery	Modern Pentathlon
Badminton	Rowing
Baseball	Sailing
Basketball	Shooting
Boxing	Softball
Canoe/Kayak	Table Tennis
Cycling	Taekwondo
Equestrian	Tennis
Fencing	Track and Field
Football	Triathlon
Gymnastics	Volleyball
Handball	Water sports
Hockey	Weightlifting
Judo	Wrestling

The Summer Olympics include many sports.

Which sports do you like?

Glossary

compete (v.) to do something for the purpose of winning (p. 13)

gymnasts (n.) people who leap, flip, and twirl through the air (p. 12)

Index

diving, 8
gymnasts, 12
rings, 14
stroke, 7

Name _____

INSTRUCTIONS: Have students cut out the pictures at the bottom of the page. Then have them paste each picture in the correct column according to where the sport is played.

In Water	On a Track or Field	In a Gym



Name _____

INSTRUCTIONS: Read each base word. Have students circle the correct plural form.

base word	add -s	or	add -es
1. watch	watchs		watches
2. contest	contests		contestes
3. runner	runners		runneres
4. judge	judges		judgees
5. trip	trips		tripes
6. wish	wishs		wishes
7. rule	rules		rulees
8. member	members		memberes

Name _____

INSTRUCTIONS: Read each sentence with students. Have them circle the correct label according to how the underlined number word is used.

quantity
(how much or how many)

position
(place order)

1. My project came in second
place in the contest.

quantity

position

2. I should not have had three
pieces of cake!

quantity

position

3. My aunt sent me a gift of
forty dollars.

quantity

position

4. The bus stop is on the fifth
street from mine.

quantity

position

5. Out of the eleven shirts,
the third one is my favorite.

quantity

position

Maria's Thanksgiving

A Reading A-Z Level H Leveled Reader

Word Count: 214

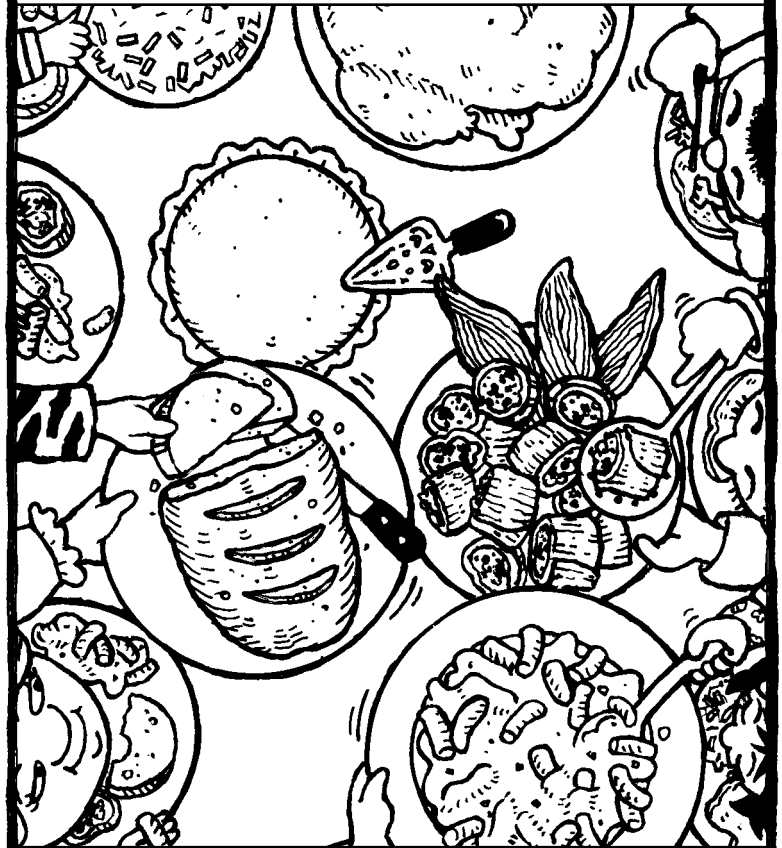


Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

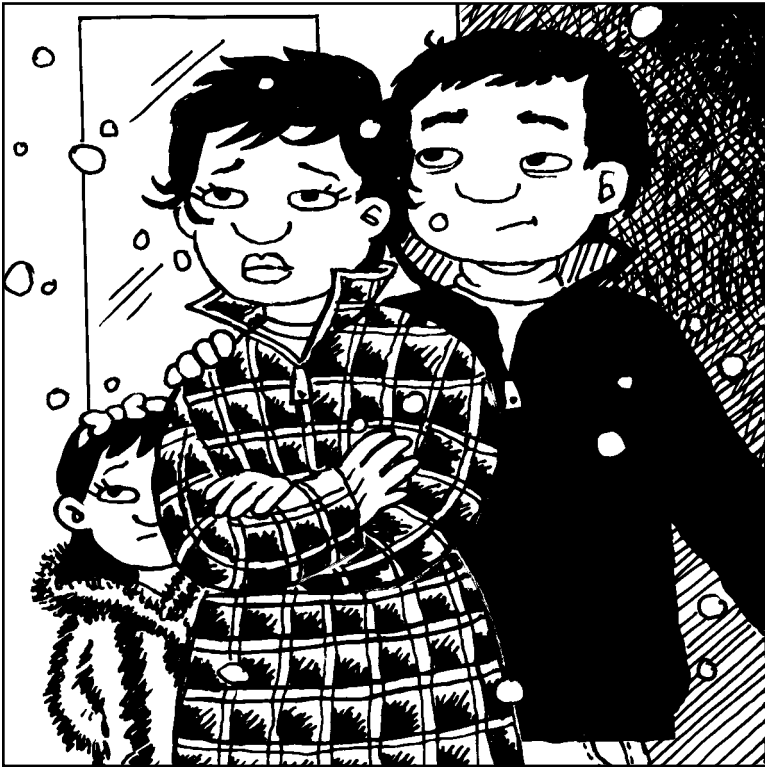
Maria's Thanksgiving



Written by Dori H. Butler
Illustrated by Angela Kamstra

www.readinga-z.com

Maria's Thanksgiving



Written by Dori H. Butler
Illustrated by Angela Kamstra

www.readinga-z.com

Maria's Thanksgiving
Level H Leveled Reader
© 2004 ProQuest Information and
Learning Company
Written by Dori H. Butler
Illustrated by Angela Kamstra

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Thanksgiving was Maria's favorite holiday.
Her whole family came to visit.
And there was always lots of good food to eat.



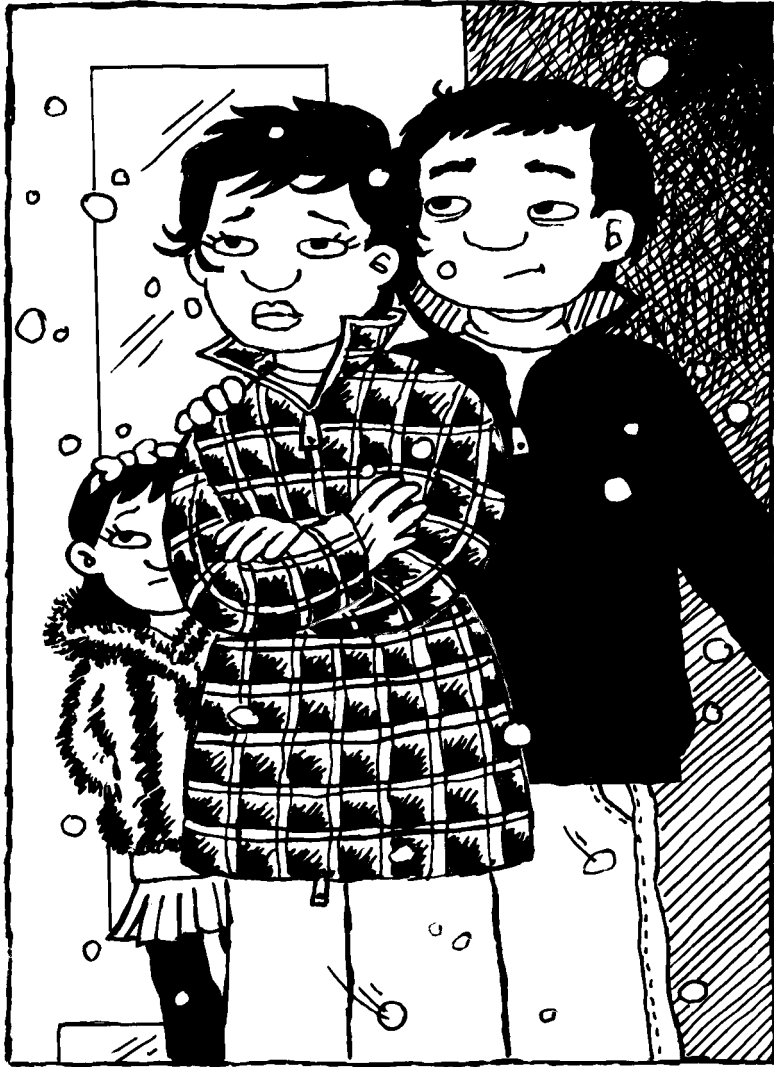
Maria's mom and grandmother made turkey and tamales.
Aunt Carla brought the stuffing.
Aunt Liz brought black beans.
And Uncle Carlos brought sweet potato pie.



After dinner, the women talked.
The men watched football.
And the kids played games.



But this Thanksgiving, there was
a snowstorm.
Nobody could come.
"Thanksgiving is ruined," said Maria.



Maria and her family went outside.
They saw some of their neighbors.
Their neighbors were unhappy, too.



"I was going to go to my son's house,"
said Mr. Lee.
"I made sticky rice, but no turkey."



"I was going to go to my sister's house," said Mrs. Florio.

"I made my special pasta and homemade bread. But no turkey."



"I don't have turkey, either," said Ms. White.

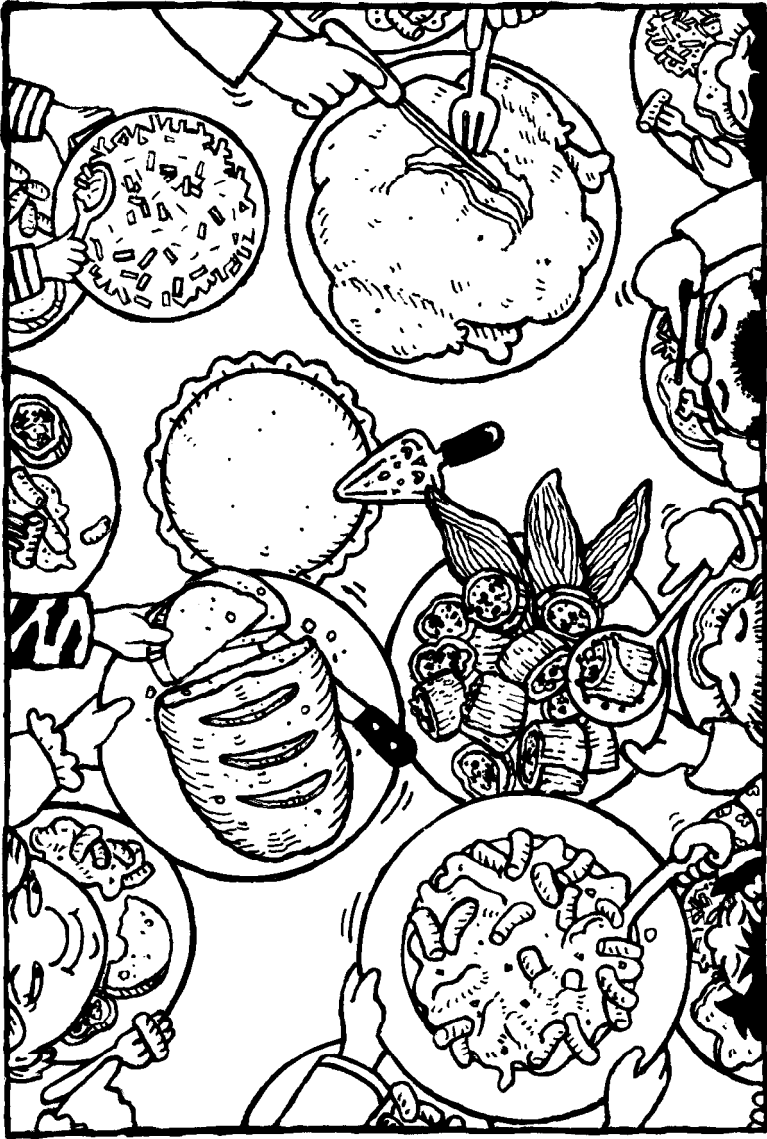
"My mother was going to bring it. All I have is pumpkin pie."



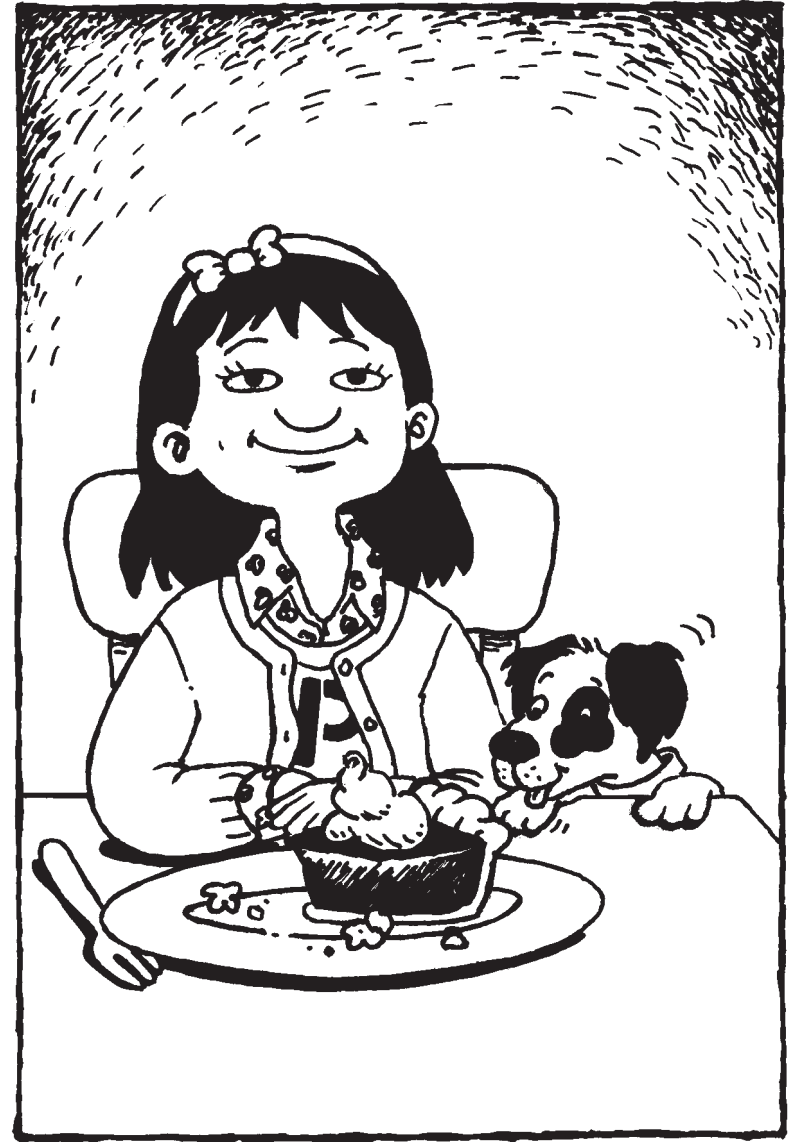
Suddenly Maria got an idea.
She whispered her idea to her mom.
"What a wonderful idea," said Mom.



"We have turkey," Maria told the neighbors.
"Please come to our home for Thanksgiving dinner," said Mom.



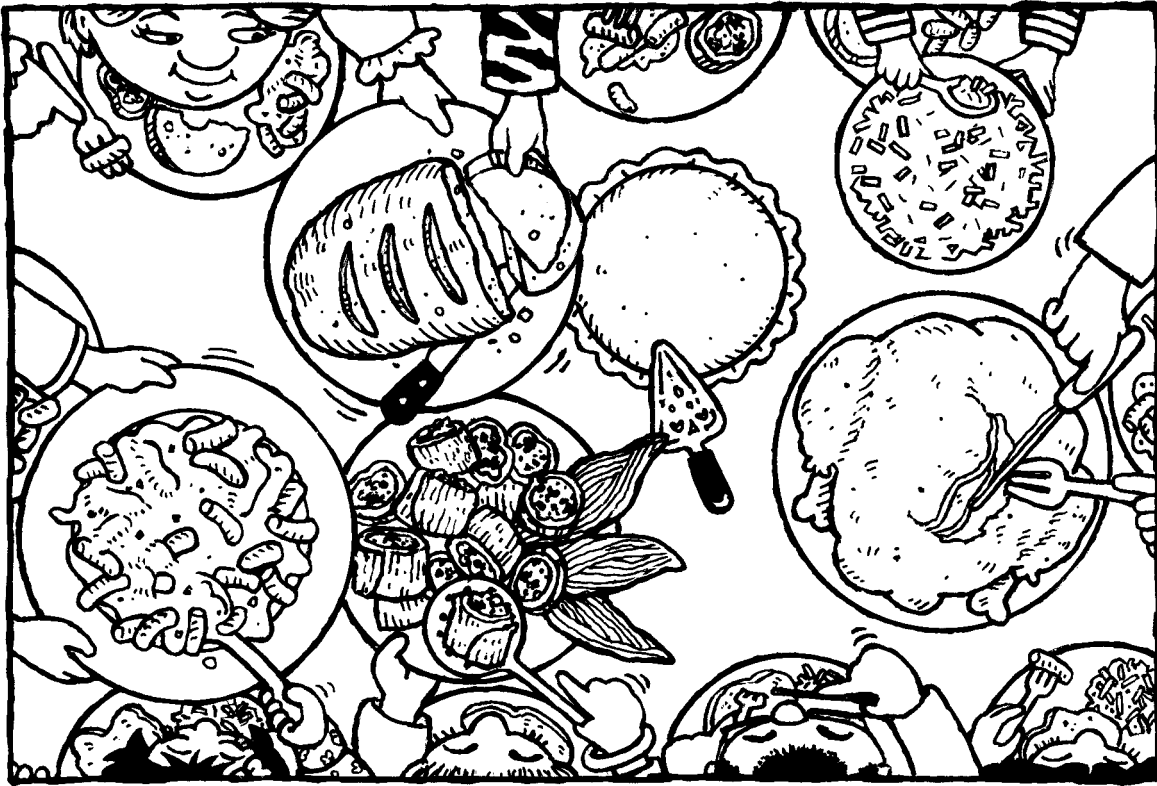
So they did.
There was lots of good food to eat.



Maria felt thankful for her family, for
good food, and for good neighbors.

Name _____

INSTRUCTIONS: Have students list the following events in the order in which they happened in the story.
(Use the numbers 1, 2, 3, 4, and 5 to indicate the order.)



_____ A big snowstorm comes and Maria's family cannot come to Thanksgiving.

_____ Maria thinks about the food and fun she enjoyed during Thanksgivings with family.

_____ Maria's neighbors eat at her house. Maria is thankful for family, good food, and good neighbors.

_____ Maria's family learns that the neighbors are also unhappy about not being able to celebrate Thanksgiving with family.

_____ Maria gets the idea to invite the neighbors over for Thanksgiving dinner.

Name _____

INSTRUCTIONS: Have students list and illustrate all the compound words in the story.

Earth's Water

A Reading A-Z Level H Leveled Reader

Word Count: 232

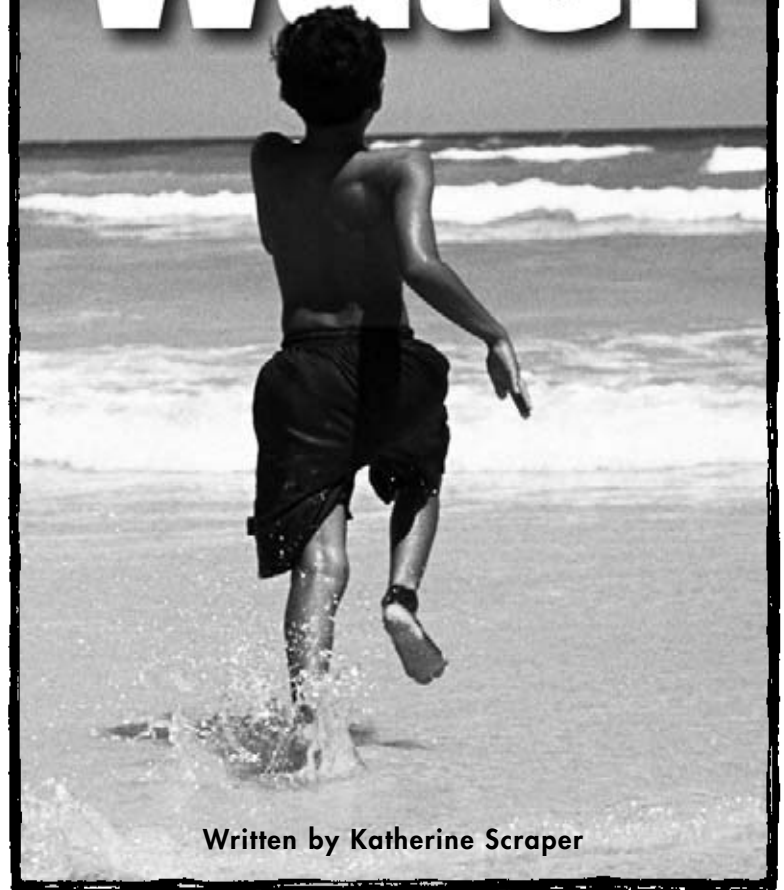



Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

Earth's Water



Written by Katherine Scaper

www.readinga-z.com

Earth's Water



Written by Katherine Scaper

www.readinga-z.com

Photo Credits:

Front cover, back cover, title page, pages 3, 4, 5, 6, 10, 11, 12, 13, 14, 15:
© ArtToday; page 7: Craig Frederick/© LearningPage, Inc.; page 8: Photo
courtesy of Nick Touran; page 9: © Guillaume Dargaud

Earth's Water
Level H Leveled Reader
© 2005 ProQuest Information and
Learning Company
Written by Katherine Scaper

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Table of Contents

Water Everywhere	4
Different Forms of Water	7
Changing Water	11
Water Is Important	14
Glossary	16
Index	16



Water Everywhere

Water is in ponds, lakes, and oceans.
It flows in rivers and streams.
It is in the air, too.



The dark parts in this picture of Earth are water.

Most of Earth is covered with water.
Plants and animals need water
to live.



What are some ways you use
Earth's water?



Each of these containers holds four cups of water.

Different Forms of Water

Most of the water we see is a **liquid**.
Liquid water takes the shape of the
container it is in.



Ice can be carved into many shapes.

Not all water is liquid.
When water gets very cold, it **freezes**.
It becomes **solid**.
Solid water is called ice.



Sheets of ice cover Earth's South Pole.

Much of Earth's frozen water is at the North and South Poles.



What forms of water can you see in this picture?

Some of Earth's water is **invisible**.

It is in the air.

This water is a **gas**.



The sun heats up the snow, and the snowman melts.

Changing Water

Water is always changing.

When frozen water is heated, it **melts**.

It changes to a liquid.

When liquid water gets cold, it freezes.

It changes to ice.



The sun's heat causes the water to evaporate.

Have you ever seen a puddle
of water dry up in the sun?

Heat from the sun changed the liquid
water into a gas.

This is called **evaporation**.



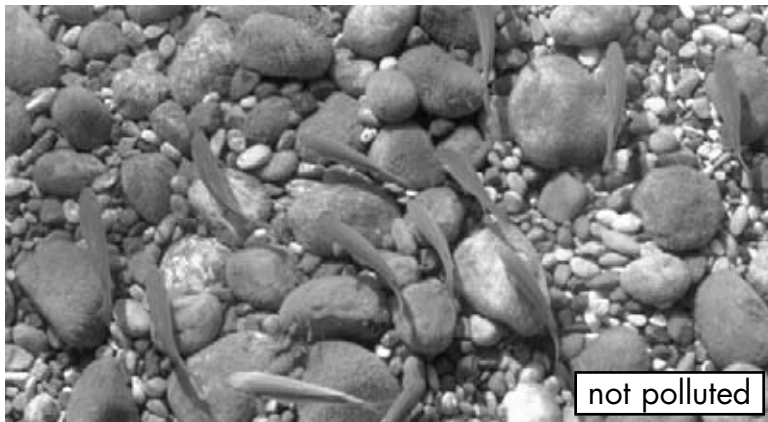
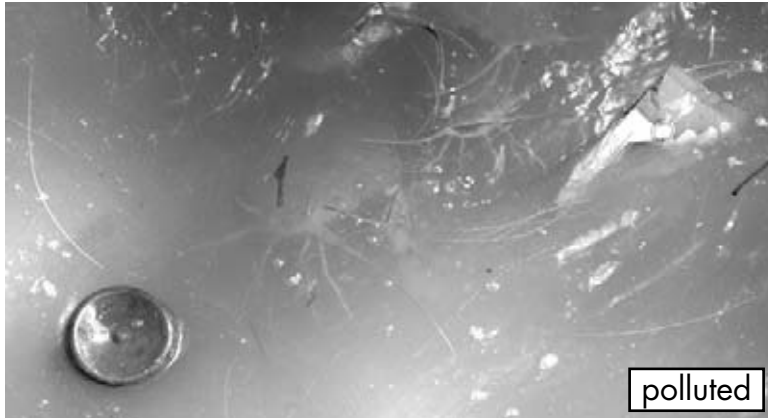
Clouds drop water on the desert as rain.

When invisible water in the air
gets cold, it can make clouds.
Clouds are tiny drops of liquid water.
Those drops can get bigger.
Then they fall as rain.



Water Is Important

Rain keeps plants alive.
We fight fires with water.
Animals take baths in water.



It is important to take care
of Earth's water.

Polluted water makes people, plants,
and animals sick.

Would you want to drink and
play in polluted water?

Glossary

evaporation	process of drying up that changes liquid to gas (p. 12)
freezes	gets so cold that it turns into a solid from a liquid (p. 8)
gas	an invisible substance that is not liquid or solid (p. 10)
invisible	unable to be seen (p. 10)
liquid	a substance that takes the shape of the container it is in (p. 7)
melts	turns from a solid to liquid when heated up (p. 11)
polluted	made dirty or harmful (p. 15)
solid	a substance that keeps its shape (p. 8)

Index

clouds, 13	polluted, 15
evaporation, 12	rain, 13
gas, 10, 12	solid, 8
liquid, 7, 8, 11, 12	

What's the Main Idea?

Detail:

When frozen water is heated, it melts. It changes into a liquid.



Detail:

When liquid water gets cold, it changes into ice.



Main Idea:

Detail:

Rain keeps plants alive for us.



Detail:

We fight fires with water.



Main Idea:

INSTRUCTIONS: Have the students read each of the sentences. Have students use the book to write a sentence that tells the main idea from the details provided.

Name _____

Nouns: Naming people, places, and things

People	Places	Things

INSTRUCTIONS: Have students locate nouns in *Earth's Water*. Then have them record the nouns on the chart below to show whether the noun is the name of a person, a place, or a thing.

Name _____

Vocabulary Expansion Journal

1. Book Word	2. I think the word means	3. Glossary definition

EARTH'S WATER • LEVEL H • 3

SKILL: CONTENT VOCABULARY

INSTRUCTIONS: Have students find the bolded words in the book. Then have them write five words in the first column of the chart. In the second column, have them write what they think the word means. In the third column, have them write the glossary definition.

Spring Is Here

A Reading A-Z Level H Leveled Reader

Word Count: 194



Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

Spring Is Here



Written by Shaun Taylor

www.readinga-z.com

Spring Is Here



Written by Shaun Taylor

www.readinga-z.com

Photo Credits:

Front cover, back cover, title page, pages 3, 4, 5, 6, 8, 9, 10, 13, 14: © ArtToday; page 7: © Royalty-Free/CORBIS; page 6: © Royalty-Free/CORBIS; page 11: © Daniel J. Cox/CORBIS; page 12: © Tom Brakefield/CORBIS; page 13: © Joe McDonald/CORBIS; page 15: © Pam Gardner/Frank Lane Picture Agency/CORBIS

Spring Is Here
Level H Leveled Reader
© 2005 Learning Page, Inc.
Written by Shaun Taylor

ReadingA-Z™
© Learning Page, Inc.

All rights reserved.

Learning Page
1630 E. River Road #121
Tucson, AZ 85718

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Table of Contents

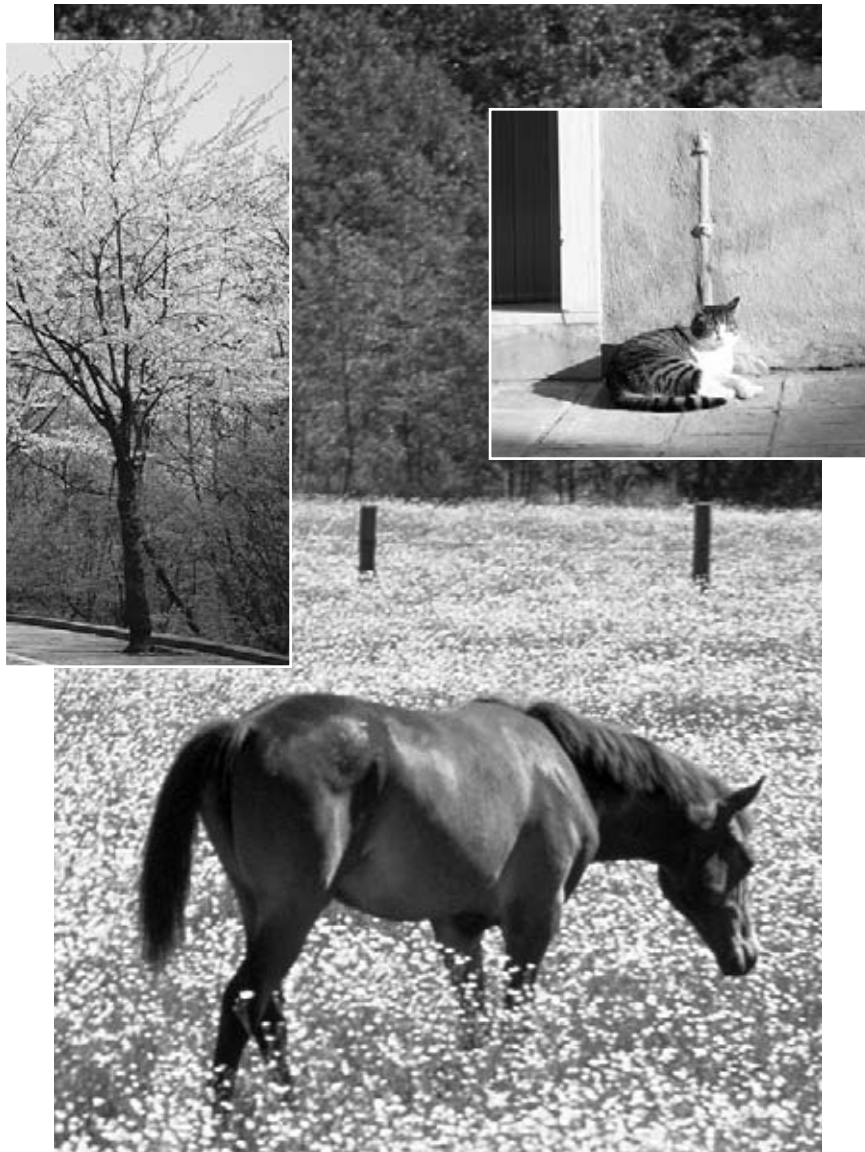
The Warmer Days of Spring	4
The Garden	6
The Woods	8
The Mountains	10
The Meadow	12
The Pond	14
Glossary	16



The Warmer Days of Spring

Remember how the sun feels on the first warm day of spring?
In spring, each day grows longer and warmer.





The plants and animals feel it grow warmer, too.



The Garden

The flowers send up **shoots** from round white **bulbs**.

Soon the garden will be filled with color.





The robins are back at work.
They collect brown grass for a nest.
Soon they will feed **wiggly** worms
to hungry babies.



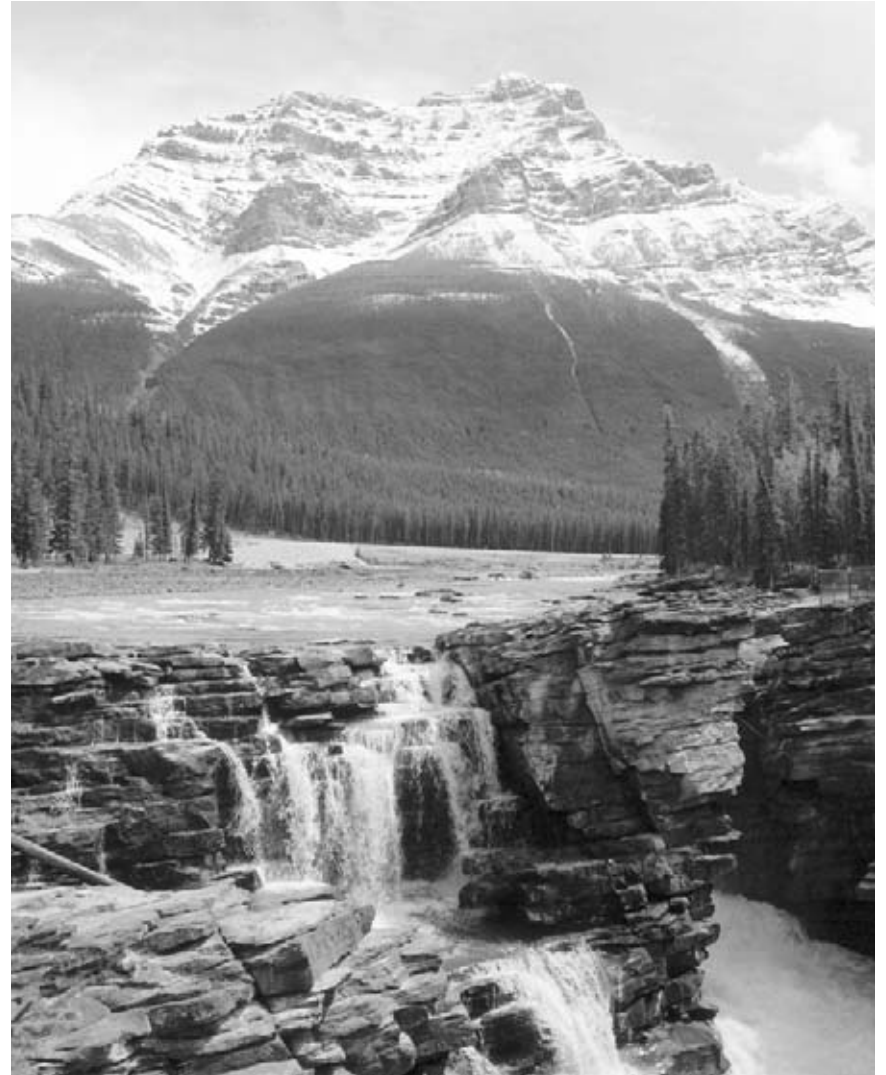
The Woods

The trees are growing again.
The fat **buds** on a tree grow into
big, flat leaves.
Caterpillars nibble on them.





The cricket comes out from
underground.
It rubs its wings to make the sound
"chirp, chirp."



The Mountains
In the mountains, snow melts away.
Streams fill with water.



The bear comes out from her
underground den.
She is hungry.



The Meadow

A baby deer drinks its mother's milk.
Soon it will eat soft spring grass.



Gophers kick up piles of brown soil.
They nibble on **dandelion** leaves.



The Pond

It's also warmer at the pond.
The turtles lie on a log in the sun.



A **water lily**'s flat, round leaf lies on top of the water.
A frog sits on the leaf and makes a sound, "ribbet, ribbet."
Spring is here.

Glossary

buds	small swellings of leaves or flowers on a plant (p. 8)
bulbs	the round part of some plants that grows underground (p. 6)
dandelion	a common, wild plant with yellow flowers (p. 13)
gophers	striped ground squirrels that live on the prairie (p. 13)
shoots	the first part of a plant that grows above ground (p. 6)
water lily	any of a group of water plants with rounded floating leaves (p. 15)
wiggly	moving to and fro in a jerky way (p. 7)

Name _____

Plants	Animals



SPRING IS HERE • LEVEL H • 1

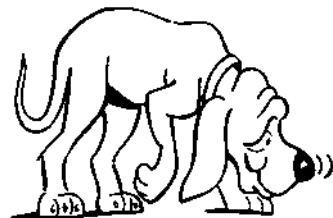
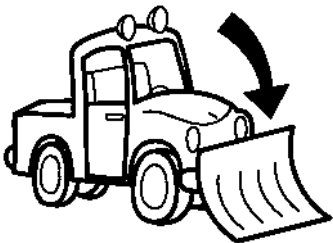
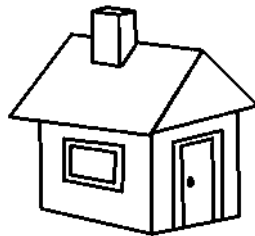
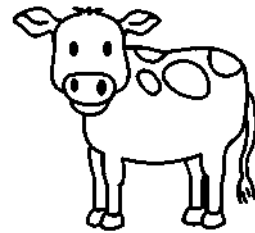
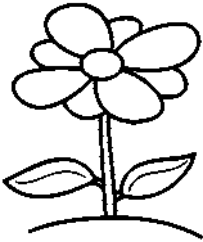
SKILL: CLASSIFY INFORMATION

INSTRUCTIONS: Have students cut out the pictures. Have them classify and paste each picture in the correct column.

Name _____

ou

ow



INSTRUCTIONS: Have students write the correct /ou/ spelling pattern under each picture.

Name _____

l	b	u	l	b	s	d	n	j	w
a	g	a	r	d	e	n	s	d	a
b	w	i	g	g	l	y	s	a	t
u	o	i	z	p	m	w	u	n	e
d	o	n	g	o	e	b	a	d	r
s	d	j	u	g	a	r	d	e	l
t	s	p	o	n	d	i	p	l	i
o	m	s	h	o	o	t	s	i	l
o	l	a	s	t	w	i	m	o	y
a	g	o	p	h	e	r	s	n	s

1. garden

2. shoots

3. bulbs

4. wiggly

5. woods

6. buds

7. meadow

8. gophers

9. dandelion

10. pond

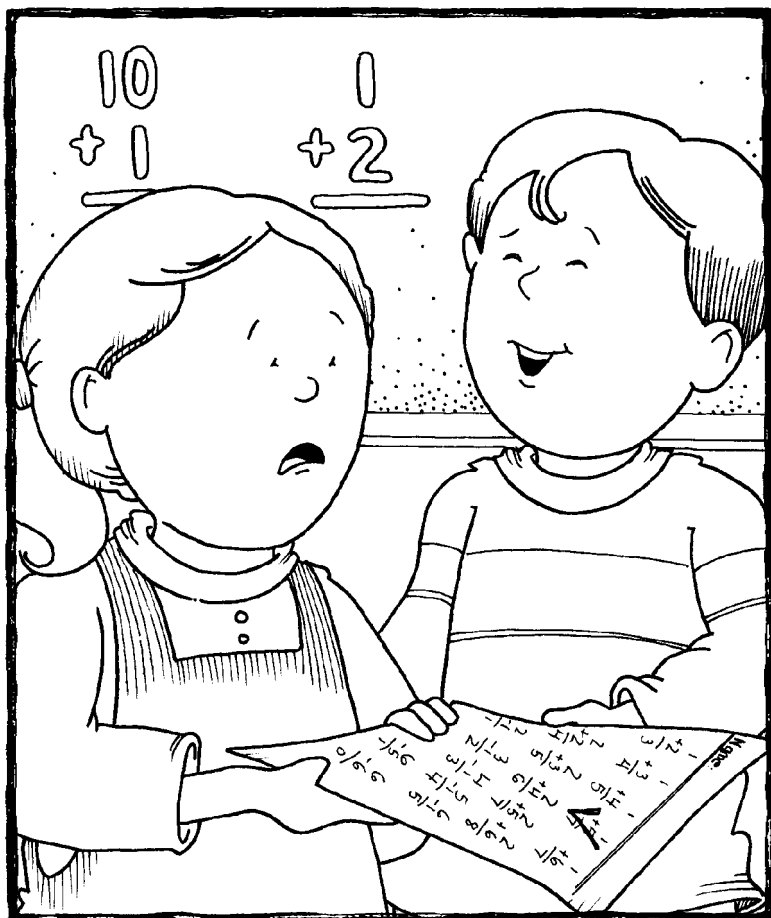
11. water lily

INSTRUCTIONS: Have students find and circle the content vocabulary words.

Math Test Mix-Up

A Reading A-Z Level H Leveled Reader

Word Count: 256

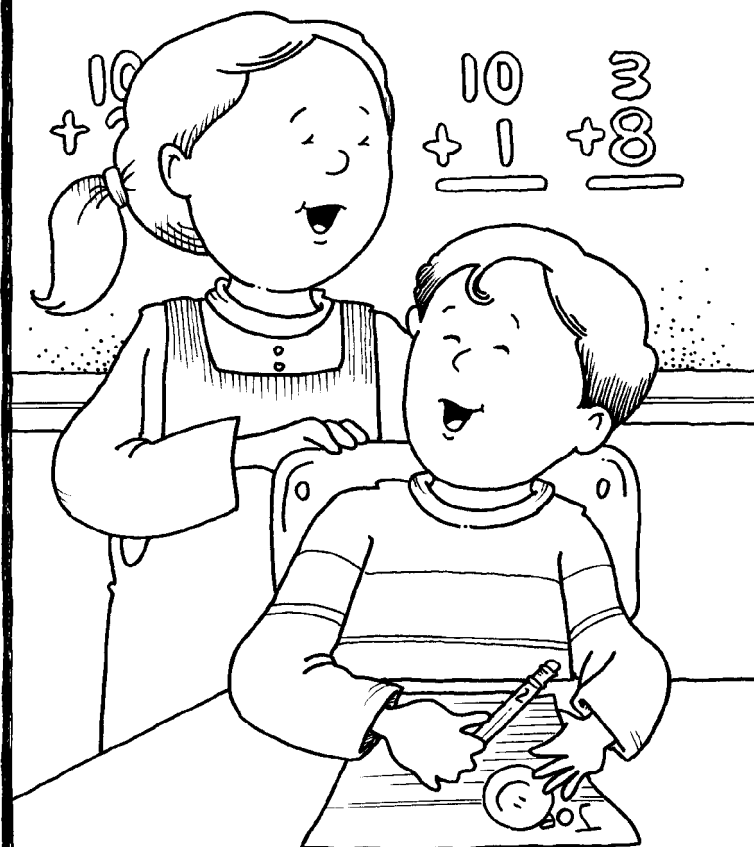


 **Reading a-z**

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

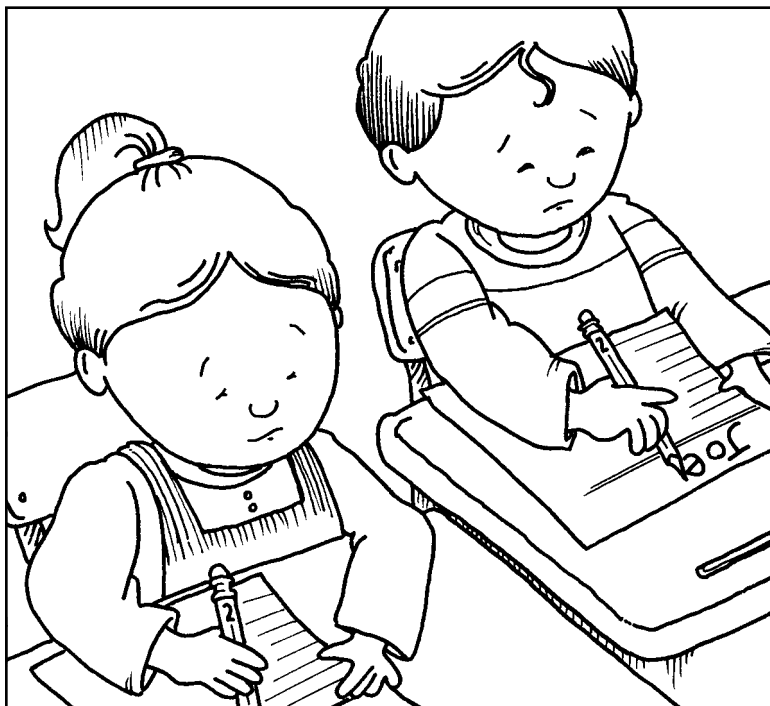
Math Test Mix-Up



Written by Dori H. Butler • Illustrated by Sharon Holm

www.readinga-z.com

Math Test Mix-Up



Written by Dori H. Butler
Illustrated by Sharon Holm

www.readinga-z.com

Math Test Mix-Up
Level H Leveled Reader
© 2005 Learning Page, Inc.
Written by Dori H. Butler
Illustrated by Sharon Holm

ReadingA-Z™
© Learning Page, Inc.

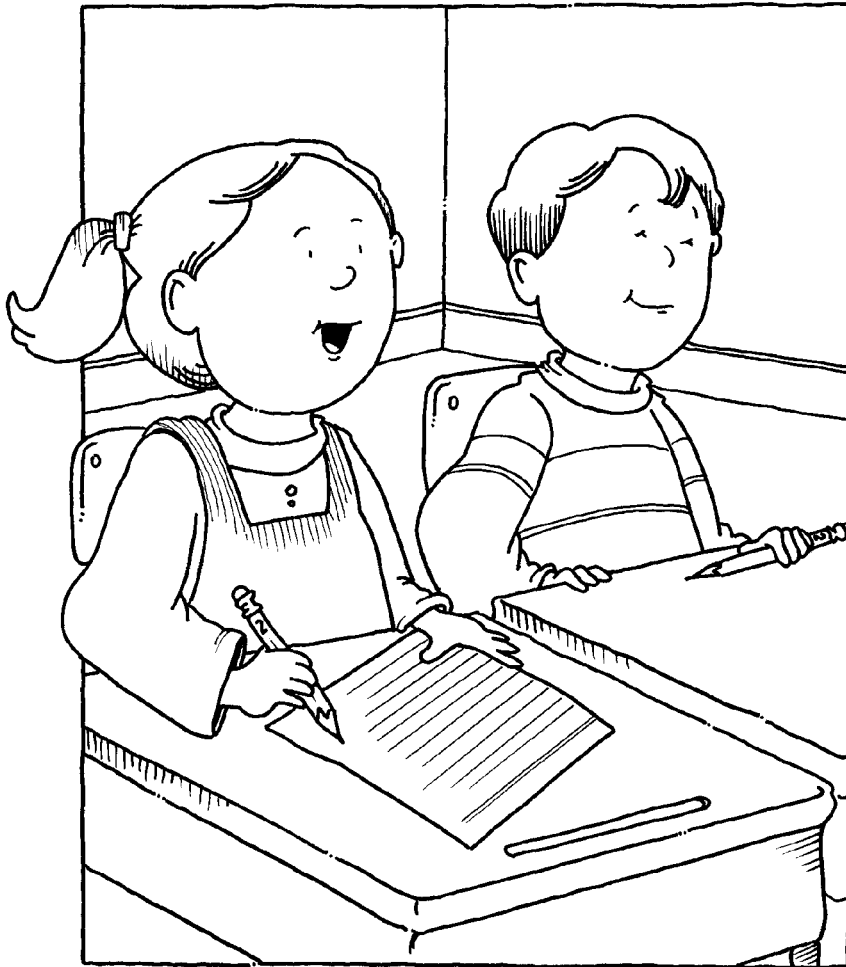
All rights reserved.

Learning Page
1630 E. River Road #121
Tucson, AZ 85718

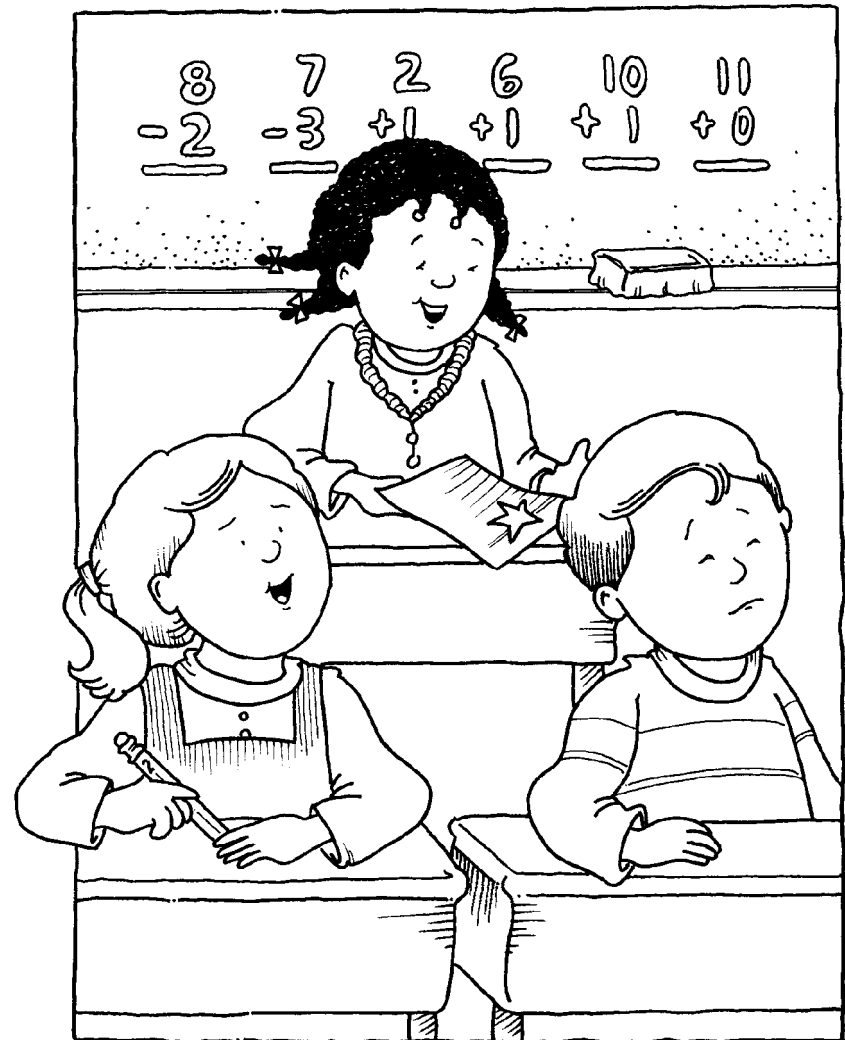
www.readinga-z.com

Correlation

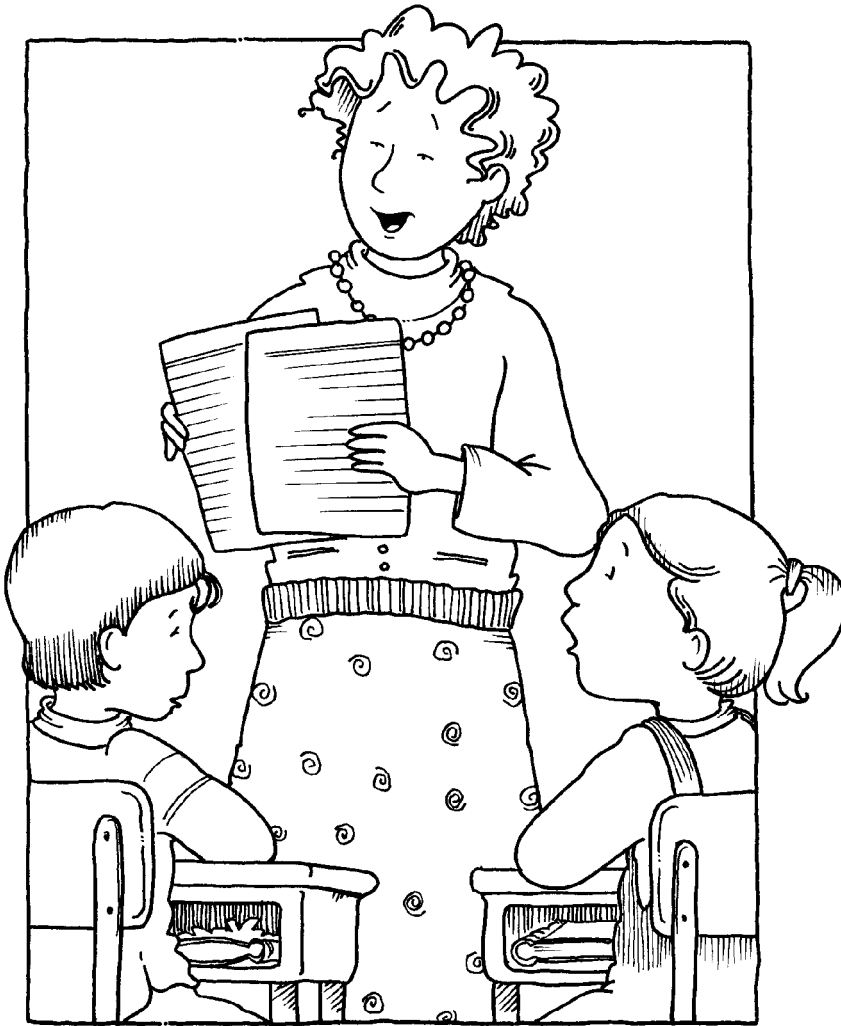
LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



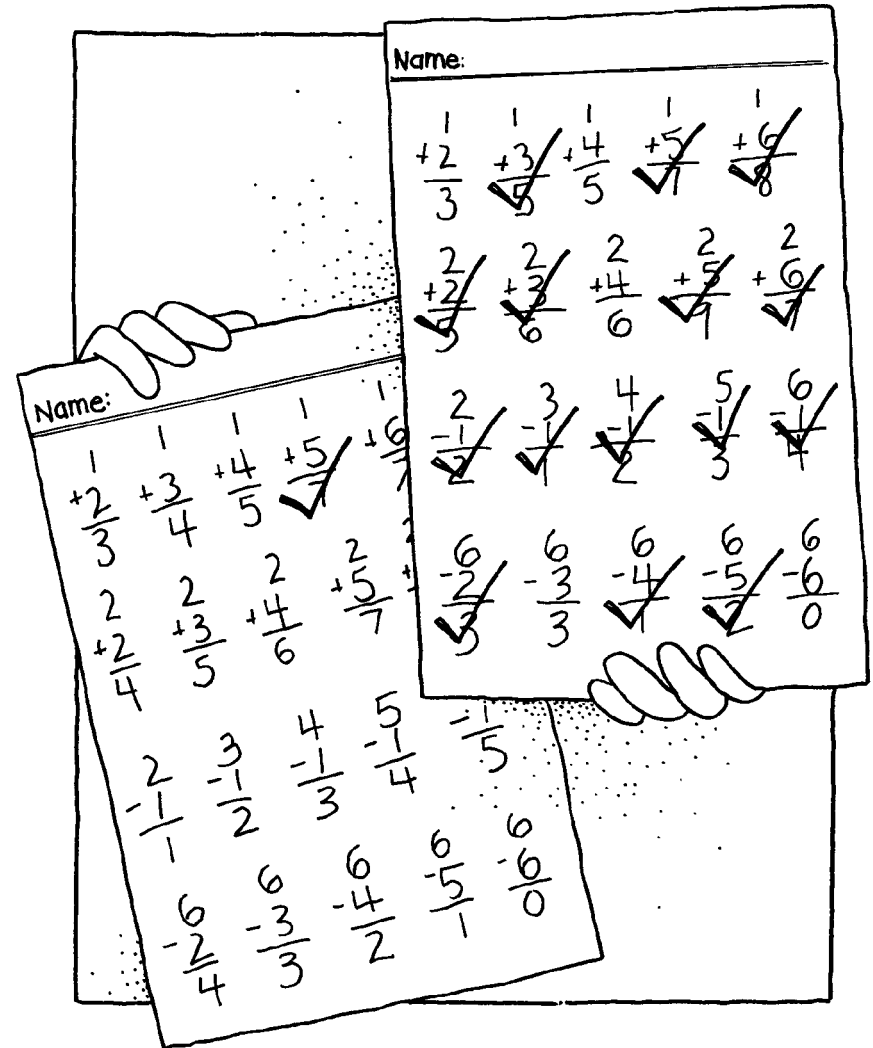
Emily couldn't wait to get
her math test back.
She had studied hard
and knew she had done well.



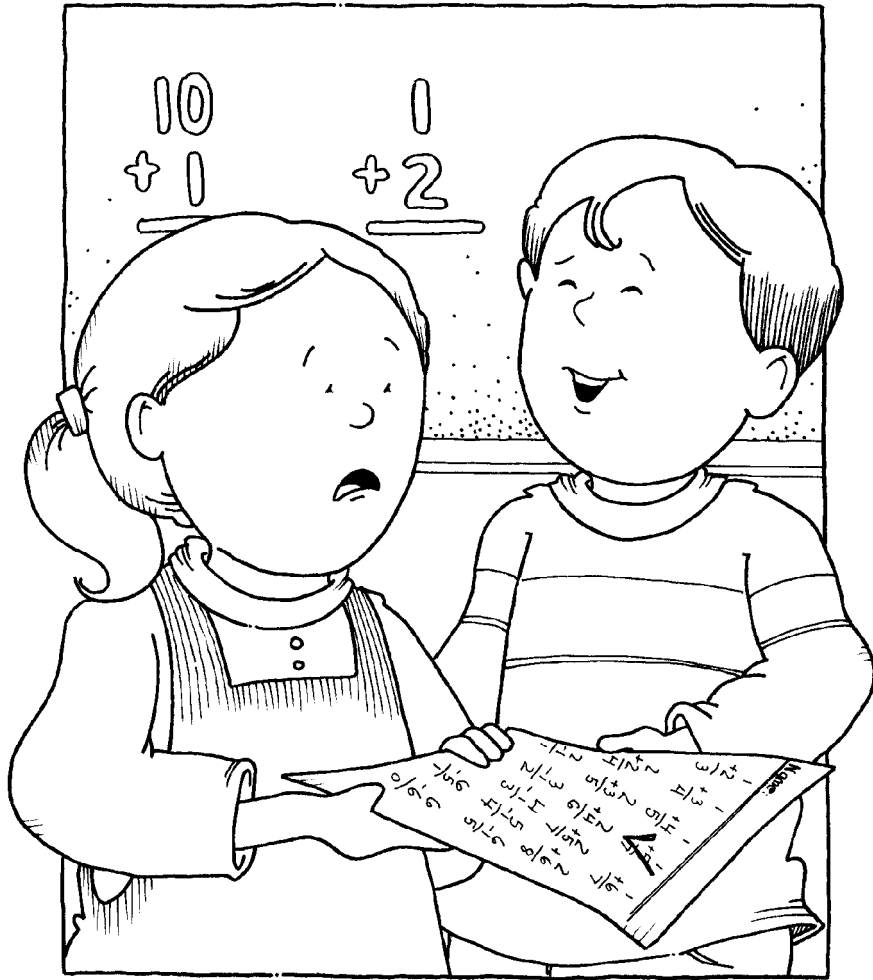
Mrs. Meed handed back all the tests,
but Emily didn't get her test.
Joe didn't get his either.



"I have two tests without names,"
Mrs. Meed said.
"Do you know which test is yours?"
Mrs. Meed asked Emily and Joe.



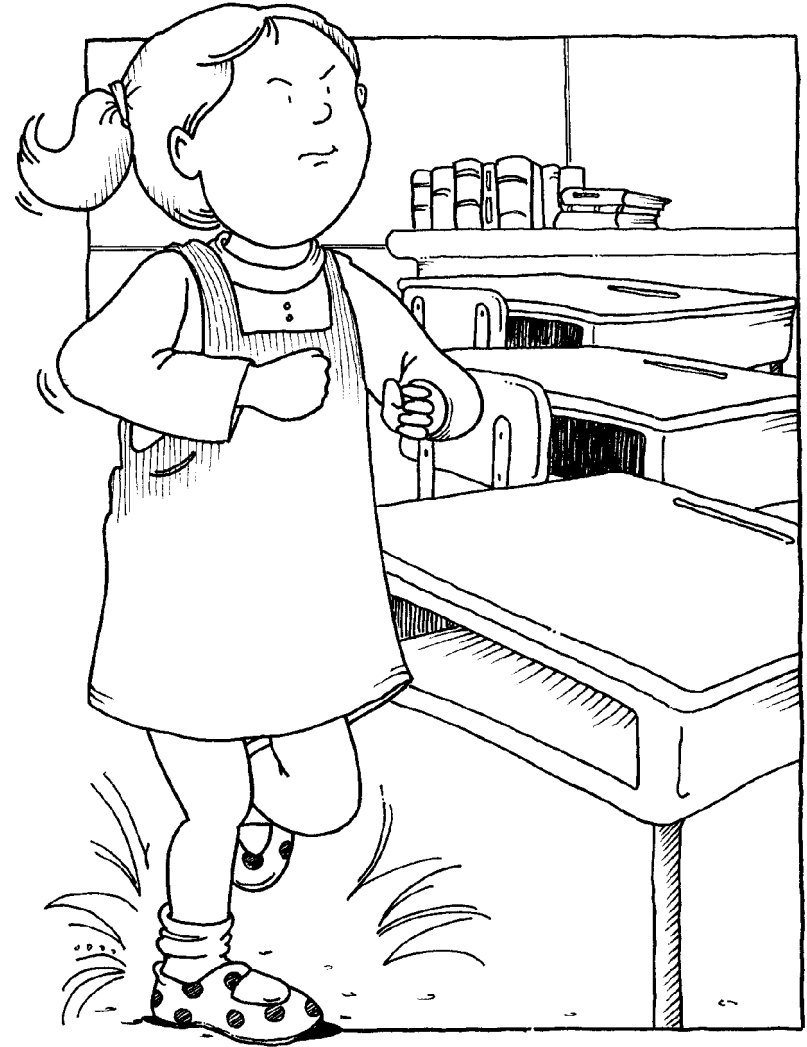
Emily and Joe looked at the papers.
One had one mistake, but the other
had fifteen mistakes.



Emily reached for the paper with one mistake.

"This one is mine," she said.

Joe said, "No, I think it's mine."



"It looks like my writing," Emily said.

"It looks like mine, too," Joe said.

Emily stomped her foot and said,

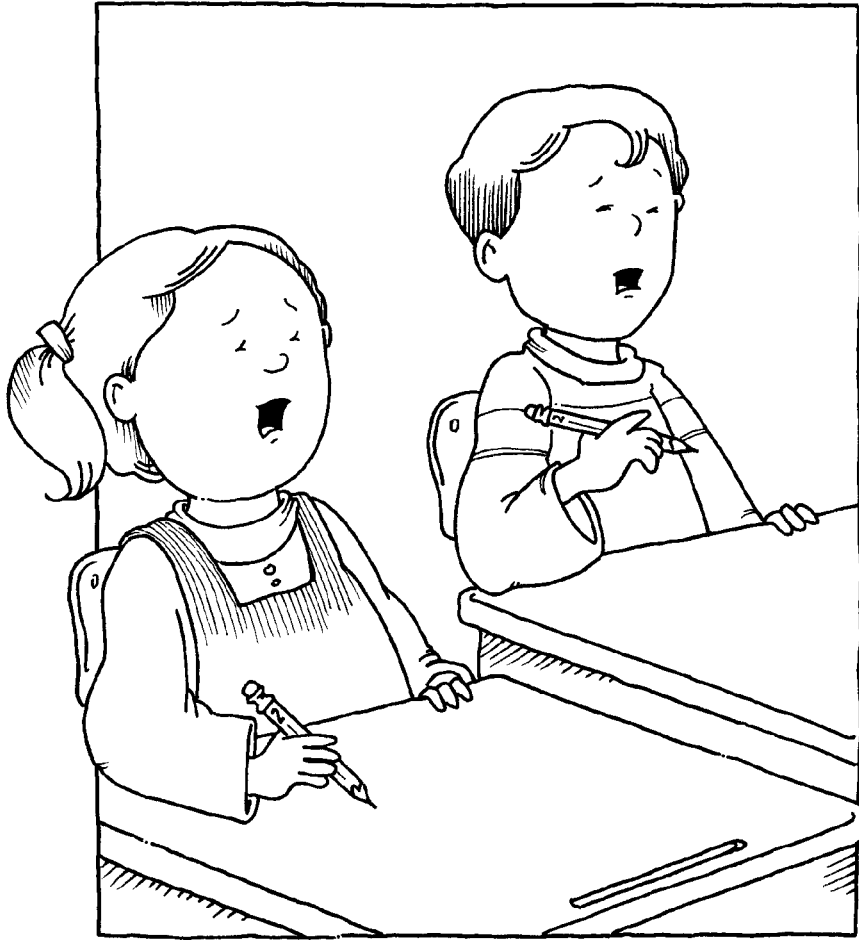
"I know it's mine!"



"Your name isn't on it," Joe said.
"Neither is yours," Emily said back.



"There's only one thing to do since
you can't decide," Mrs. Meed said.
"What's that?" Emily and Joe asked.



"You'll both have to take the test again," Mrs. Meed said.
Emily and Joe groaned.
"This time, please follow all the directions," Mrs. Meed said.



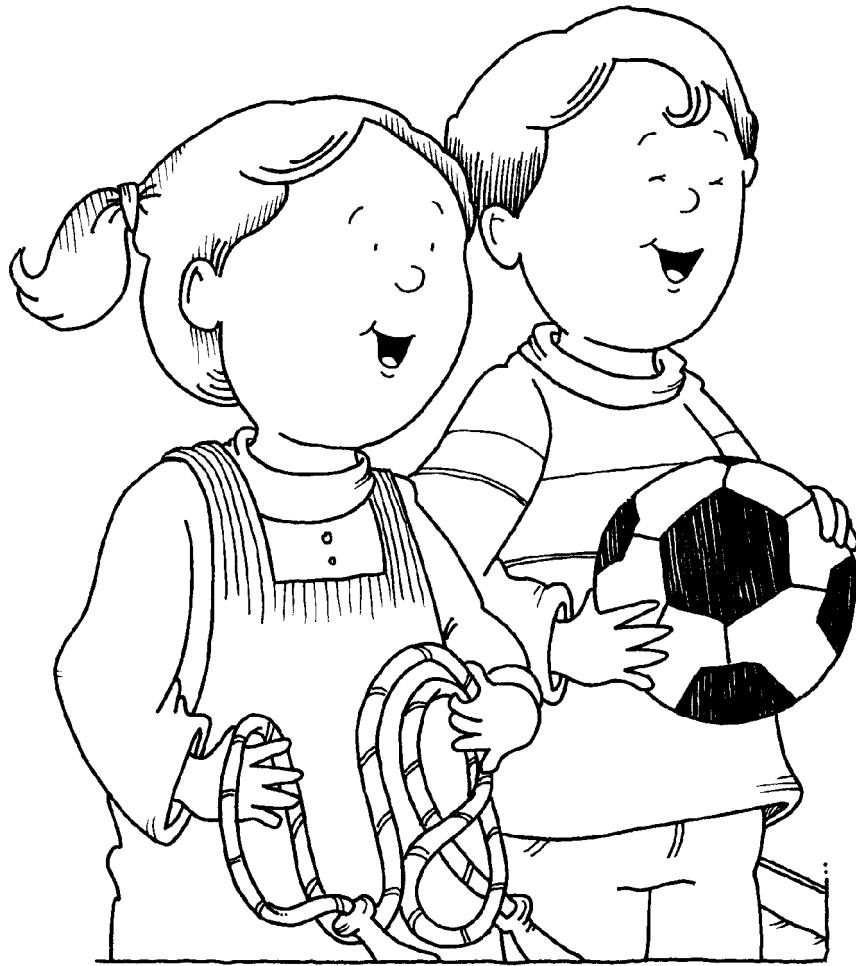
"First, write your name on your paper.
Then answer the questions.
When you're finished, bring me
your test."



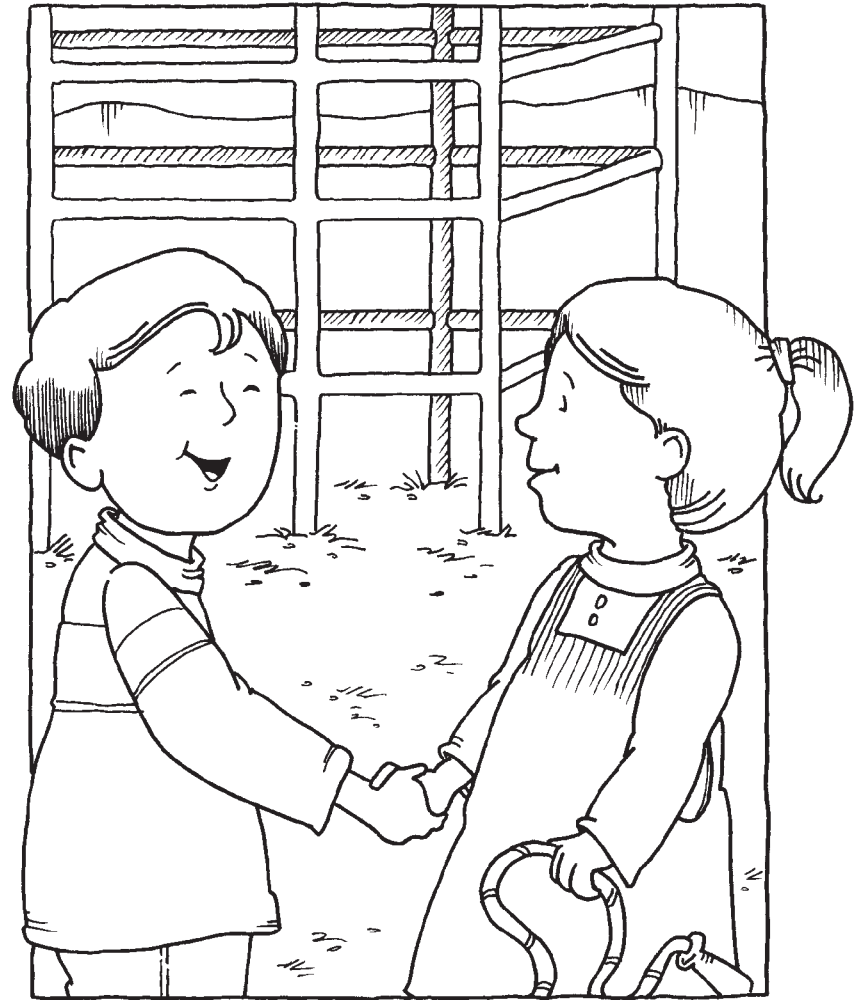
Emily thought the test was easy.
She didn't miss any questions.



Joe thought it was hard.
He missed twelve questions.

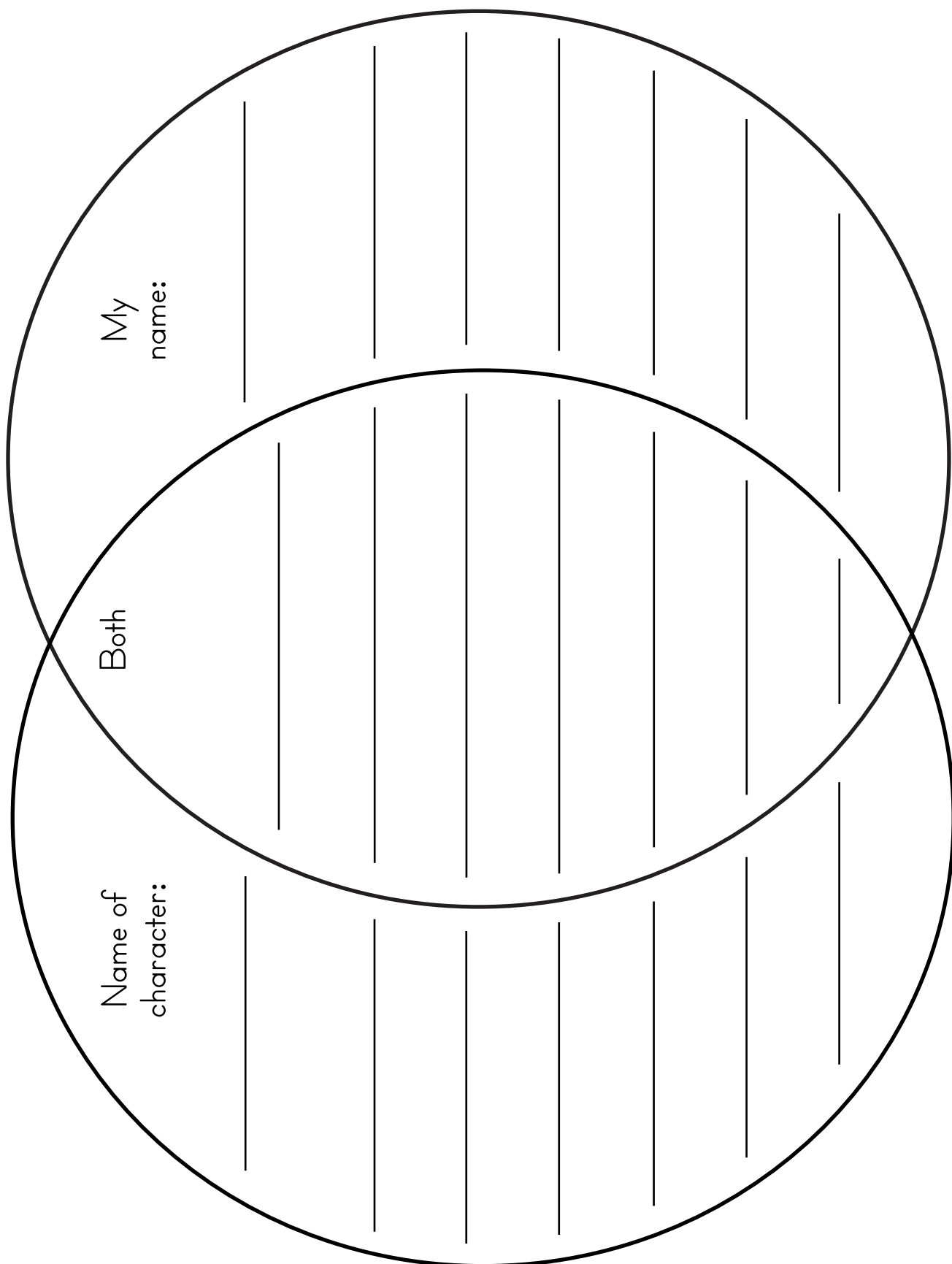


Emily said, "Next time, I'll put my name on my paper."
And Joe said, "Next time, I'll study for the test."



"I could help you study,"
Emily offered.
"Would you?" Joe asked.
"Then maybe I'll do as well as you."

Name _____



My name:

Both

Name of character:

INSTRUCTIONS: Compare and contrast yourself to a character in the book. Write how you are different from each other in the outer circles. Write how you are the same where the circles overlap.

Name _____

1. “I have two tests without names,” Mrs. Meed said.
2. “Do you know which test is yours?” Mrs. Meed asked Emily.
3. “This one is mine,” she said.
4. Joe said, “No, I think it’s mine.”
5. “It looks like my writing,” Emily said.
6. “It looks like mine, too,” Joe said.
7. Emily stomped her foot and said, “I know it’s mine!”
8. “This time, please follow all the directions,” Mrs. Meed said.

INSTRUCTIONS: Have students read the sentences from the book. Tell them to underline the spoken words and circle the name of the character who said them.

Name _____

1.

couldn't •

• is not

didn't •

• there is

it's •

• did not

isn't •

• it is

there's •

• could not

can't •

• cannot

2.

what's •

• I will

you're •

• let us

I'll •

• you are

let's •

• what is

I've •

• do not

don't •

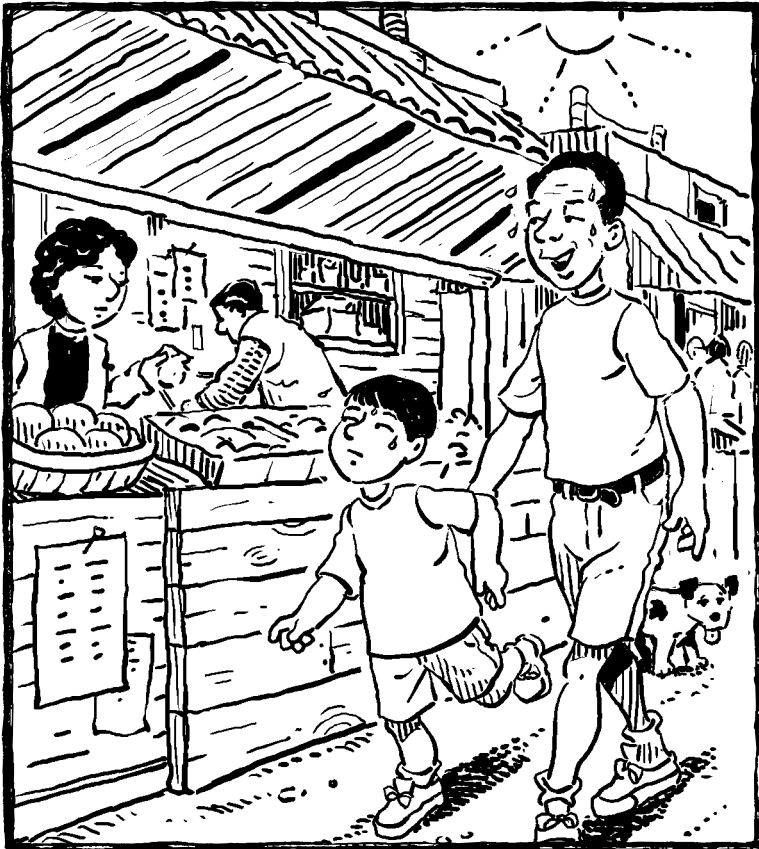
• I have

INSTRUCTIONS: Have students draw lines to match the words with their contractions.

Wing's Visit to Singapore

A Reading A-Z Level H Leveled Reader

Word Count: 258

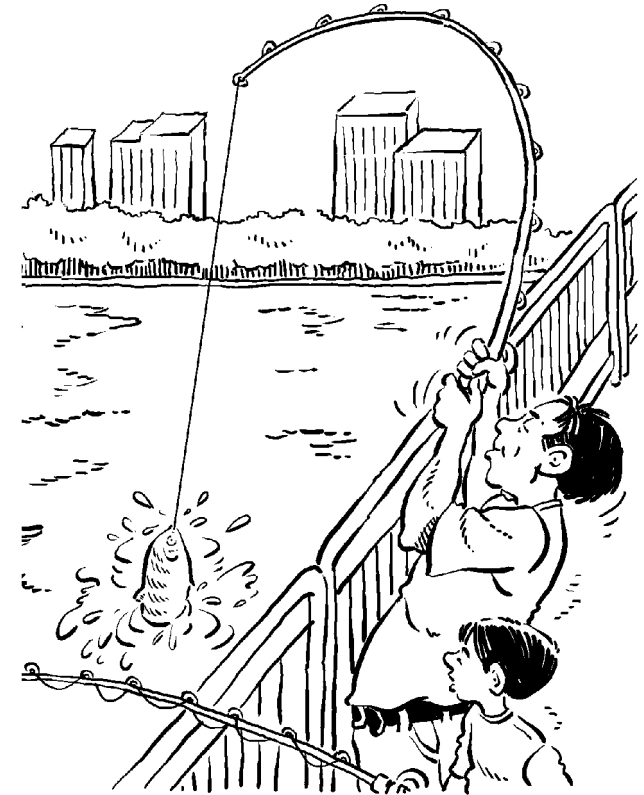



Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

Wing's Visit to Singapore



Written by Chitra Soundar and Ty Allison
Illustrated by Len Epstein

www.readinga-z.com

Wing's Visit to Singapore



Written by Chitra Soundar and Ty Allison
Illustrated by Len Epstein

www.readinga-z.com

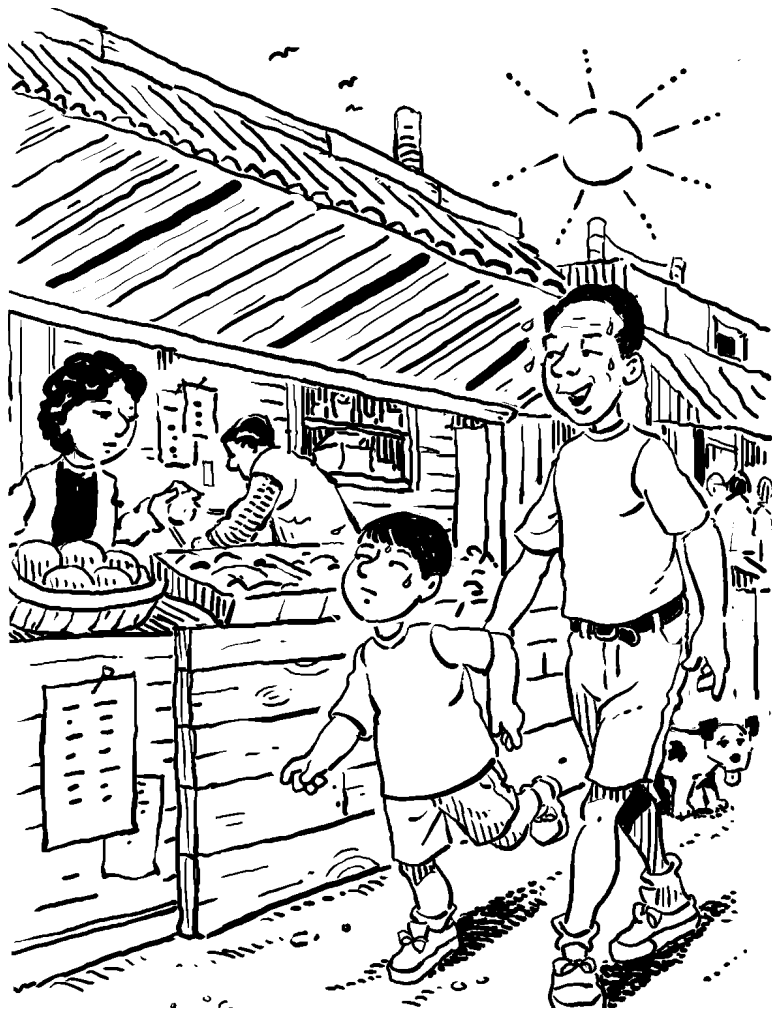
Wing's Visit to Singapore
Level H Leveled Reader
© 2006 ProQuest Information
and Learning Company
Written by Chitra Soundar and Ty Allison
Illustrated by Len Epstein

All rights reserved.

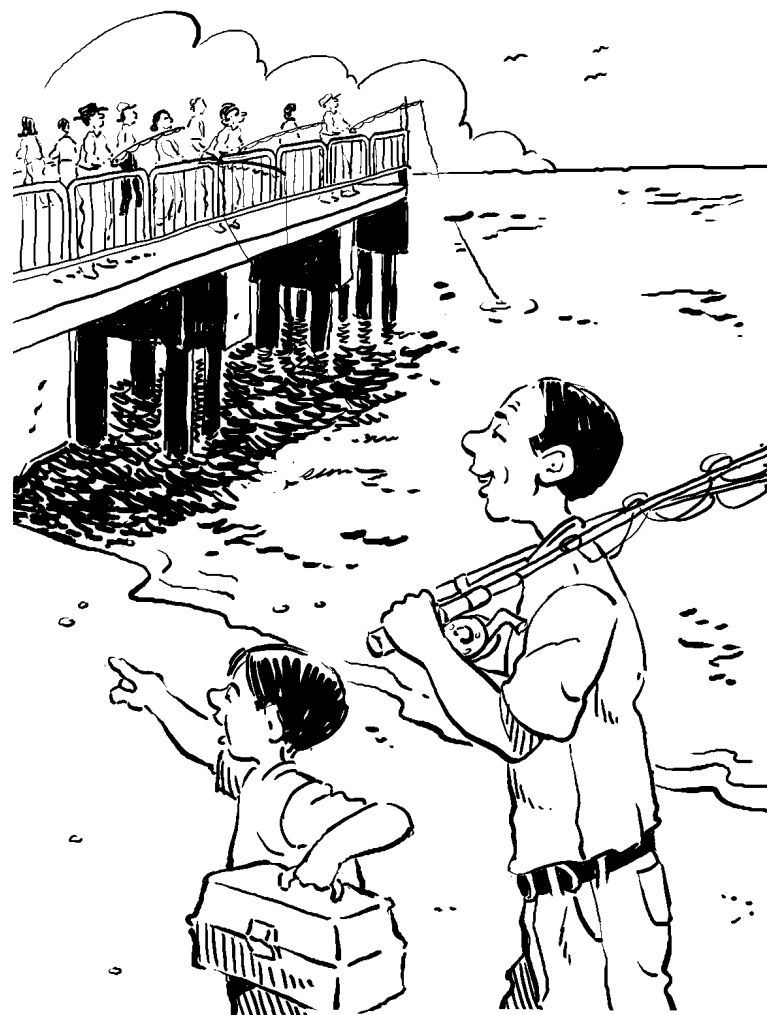
www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Wing went to **Singapore** to visit
his Uncle Lee.
Singapore was hot.
Wing did not like to be hot.



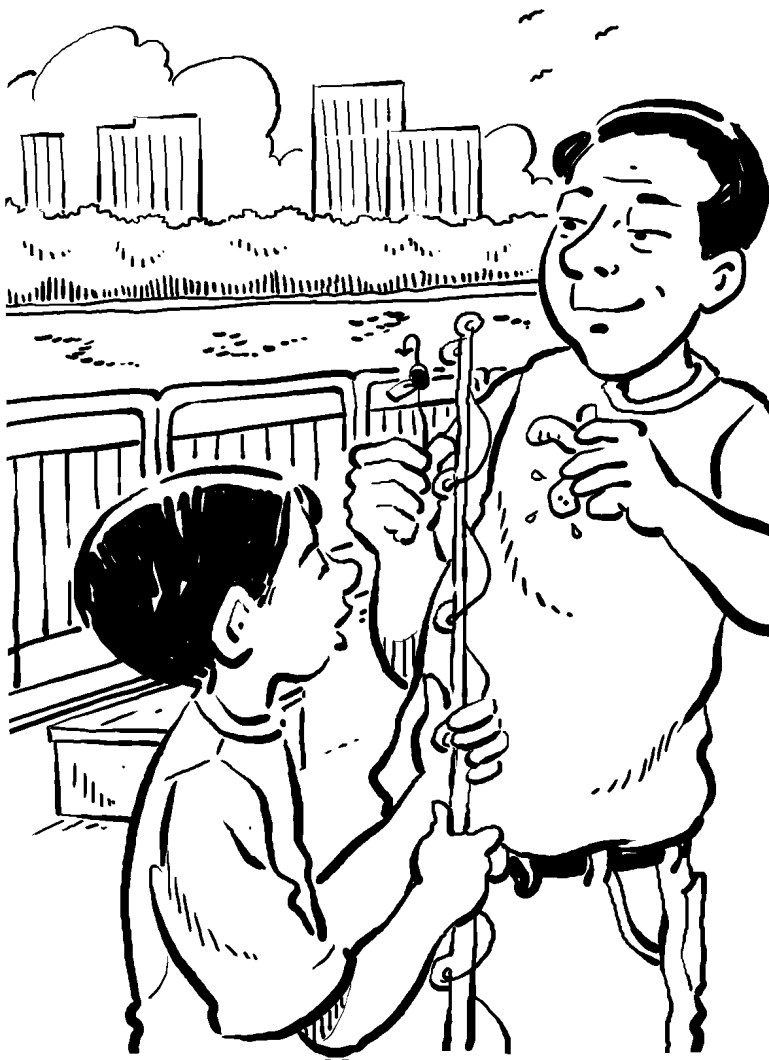
Uncle Lee liked to fish when it was hot.
He took Wing to Bedok **Jetty** to fish.
Wing had never fished.



"I don't like fishing," said Wing.
"How do you know if you have never
tried?" asked Uncle Lee.



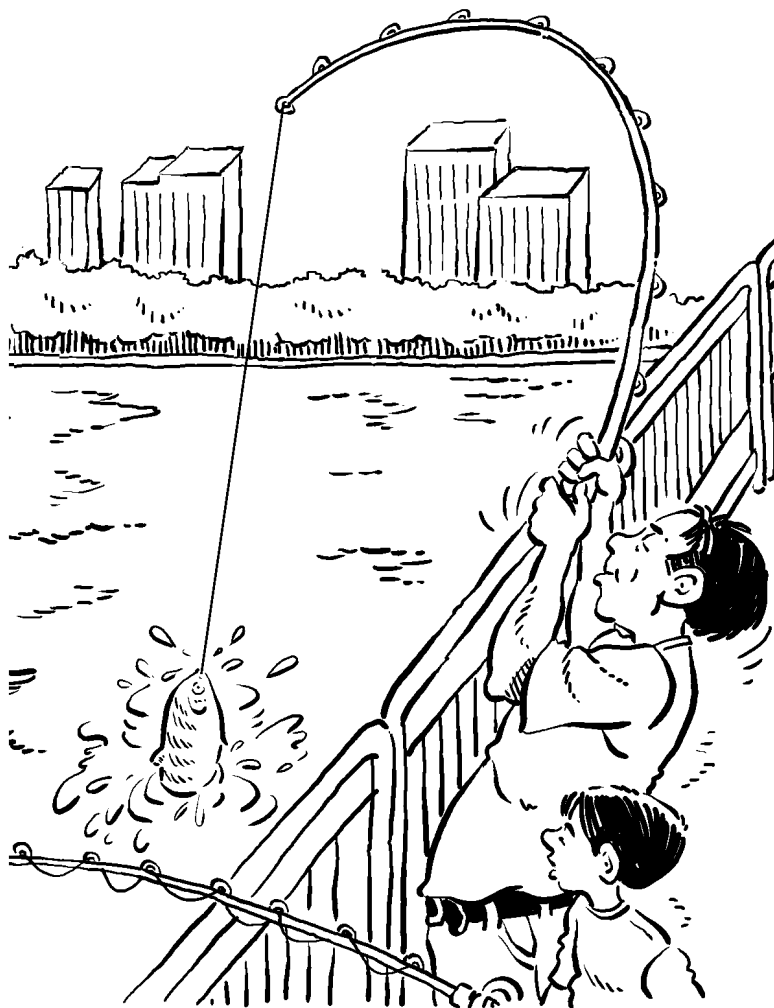
"I just know," said Wing.
"Will you try?" asked Uncle Lee.
"Can you teach me?" asked Wing.
"Yes," said Uncle Lee.



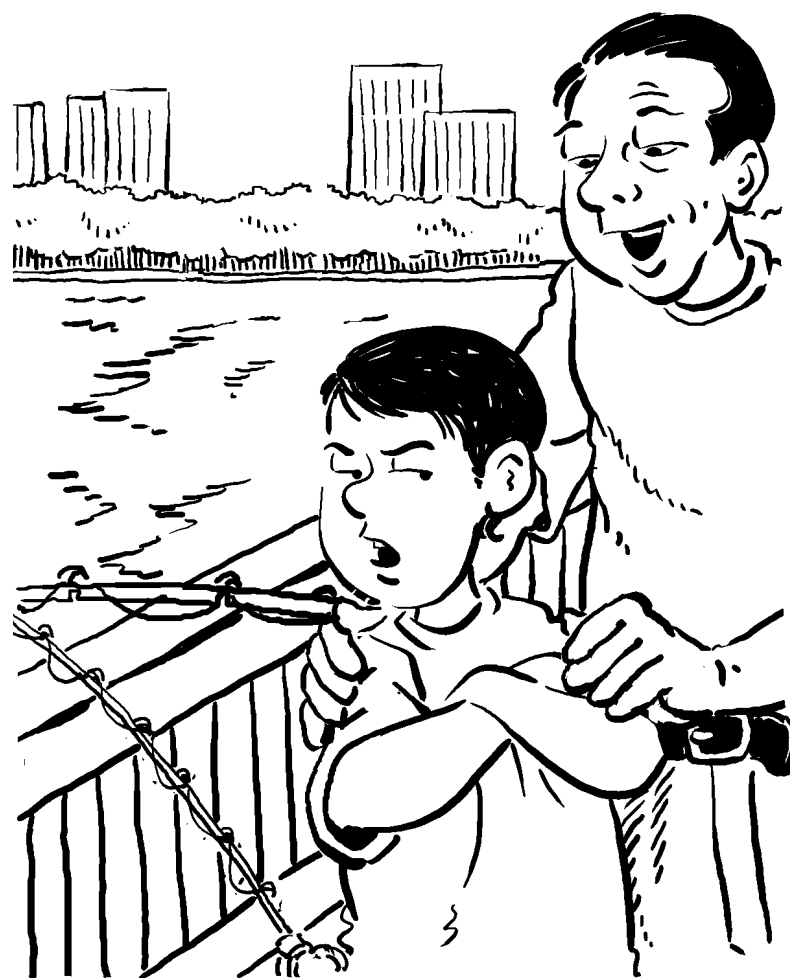
Uncle Lee gave Wing a **fishing pole**.
He showed Wing how to put a **worm**
on the **hook**.



Uncle Lee threw his **line** into the water.
Wing threw his line into the water, too.



Uncle Lee felt something pull on his line.
Wing looked to see what it was.
Uncle Lee had **caught** a fish.
Wing wanted to catch a fish.



Uncle Lee had caught five fish.
Wing had not caught any.
"I don't like fishing," said Wing.
"You will catch a fish," said Uncle Lee.



Wing felt something pull on his line.
He looked to see what it was.
He did not see a fish.



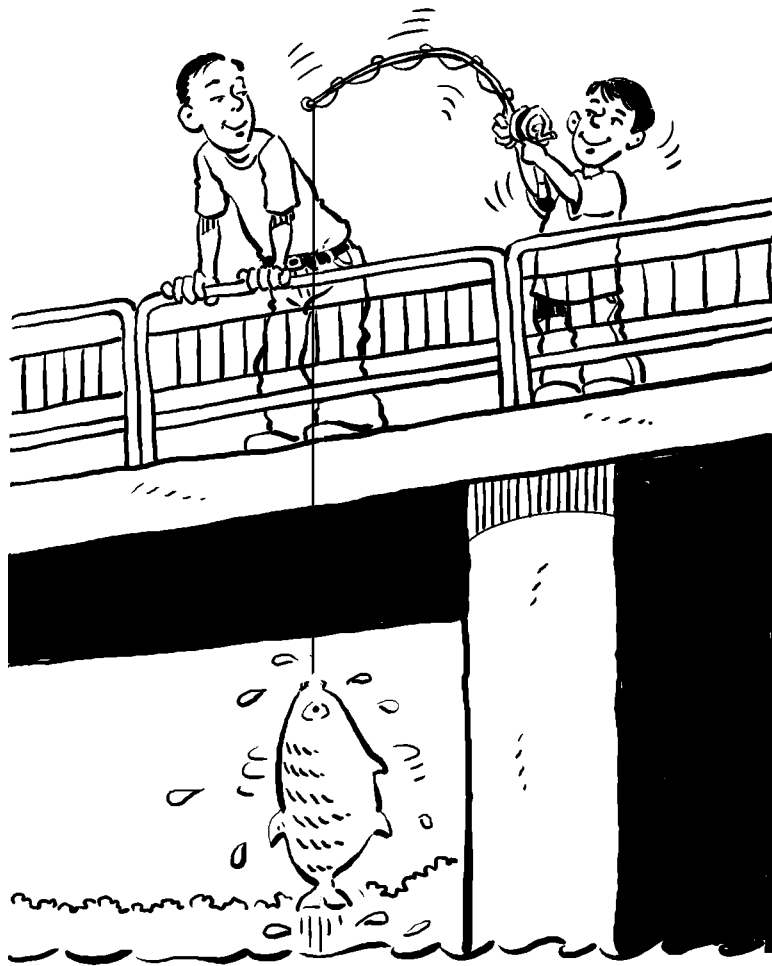
Wing pulled his line out of the water.
The worm was gone!
Uncle Lee and Wing laughed together.



"I want to try again," said Wing.
Uncle Lee put a worm on Wing's hook.



Wing threw his line into the water.
He felt something pull on his line.
Uncle Lee looked to see what it was.



Wing had caught a fish.

Wing had caught a big fish.

"I like fishing in Singapore," said Wing.

Glossary

caught

to have already gotten something (p. 9)

fishing pole

a tool used to get a fish from the water (p. 7)

hook

a curved, sharp metal object used in fishing (p. 7)

jetty

a wall that protects land from the sea (p. 4)

line

a long, thin wire that connects the hook to the fishing pole (p. 8)

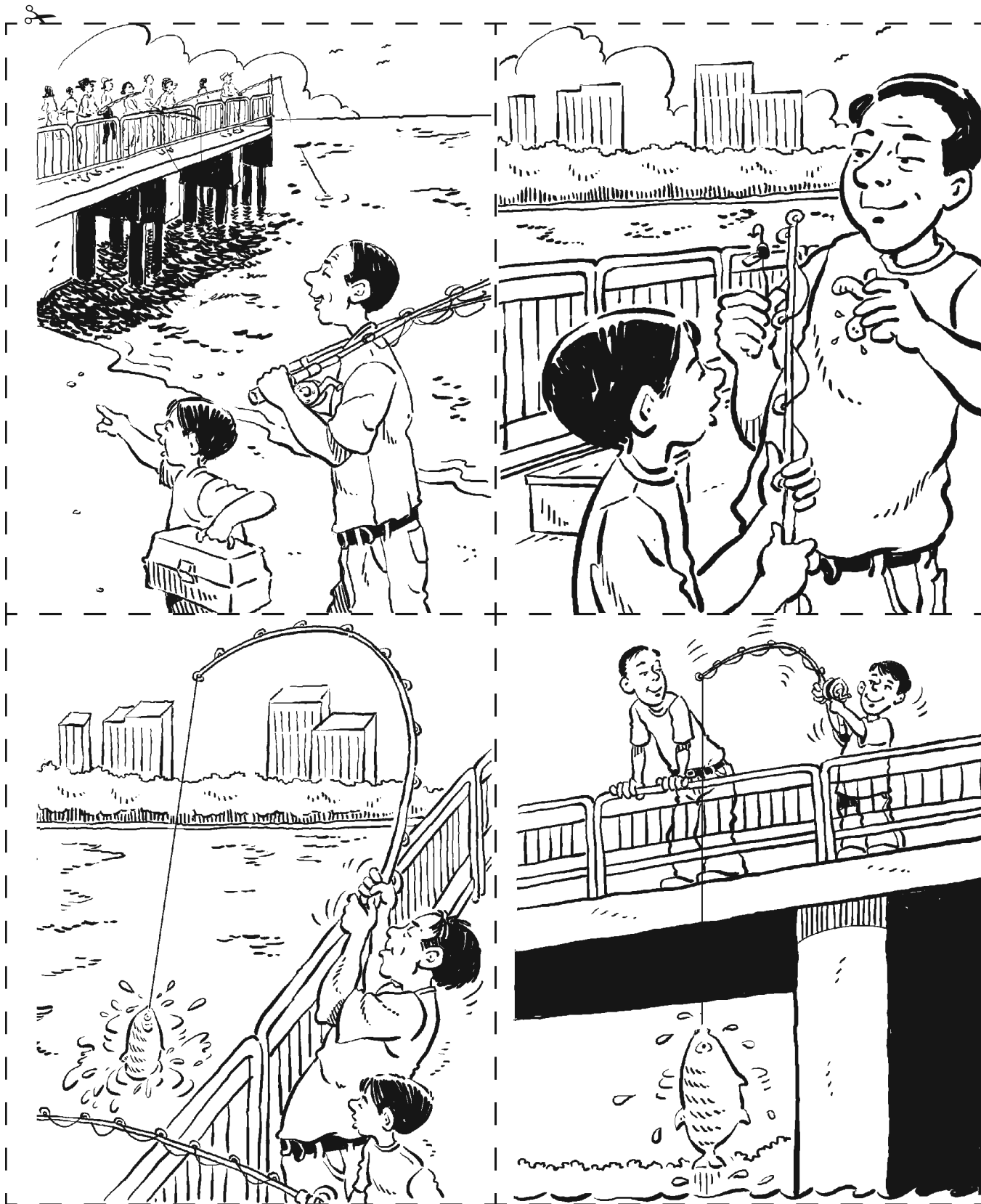
Singapore

an island country in the South China Sea (p. 3)

worm

an animal put on a hook to get a fish to bite it (p. 7)

Name _____



INSTRUCTIONS: Have students cut out the pictures and place them in order. Then have them write a sentence about each event on the back of the picture. Remind students that a sequence of events does not include details.

Name _____

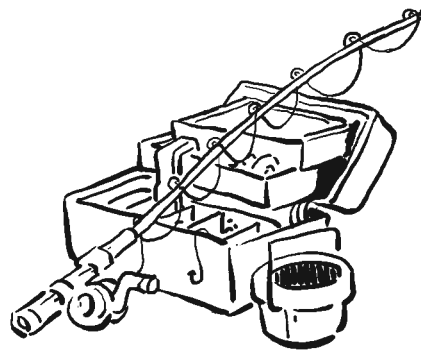
1. It is hot here, said Wing.
2. Here is your fishing pole, said Uncle Lee.
3. Wing said, I want to catch a fish.
4. Throw your line into the water, said Uncle Lee.
5. I caught the biggest fish, shouted Wing.



INSTRUCTIONS: Have students add quotation marks in the correct places. Then have them write a sentence using quotation marks.

Name _____

hook line worm
fishing pole

A large empty rectangular box for drawing a picture of a vocabulary word.

A large empty rectangular box for drawing a picture of a vocabulary word.

A large empty rectangular box for drawing a picture of a vocabulary word.

INSTRUCTIONS: Have students choose three of the four vocabulary words used in *Wing's Visit to Singapore*. Have them draw a picture of each word and use it in a sentence.

Terrell's Taste Buds

A Reading A-Z Level H Leveled Reader

Word Count: 192




Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

Terrell's Taste Buds



Written by Alyse Sweeney
Illustrated by Angela Kamstra-Jacobson

www.readinga-z.com

Terell's Taste Buds



Written by Alyse Sweeney
Illustrated by Angela Kamstra-Jacobson

www.readinga-z.com

Terell's Taste Buds
Level H Leveled Reader
© Learning A-Z, Inc.
Written by Alyse Sweeney
Illustrated by Angela Kamstra-Jacobson

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



Terrell was a **fussy** eater.
He ate the same thing every day.



He ate cereal and a banana for
breakfast.
He ate a peanut butter and grape
jelly sandwich for **lunch**.



He ate pasta with butter and cheese for **dinner**.

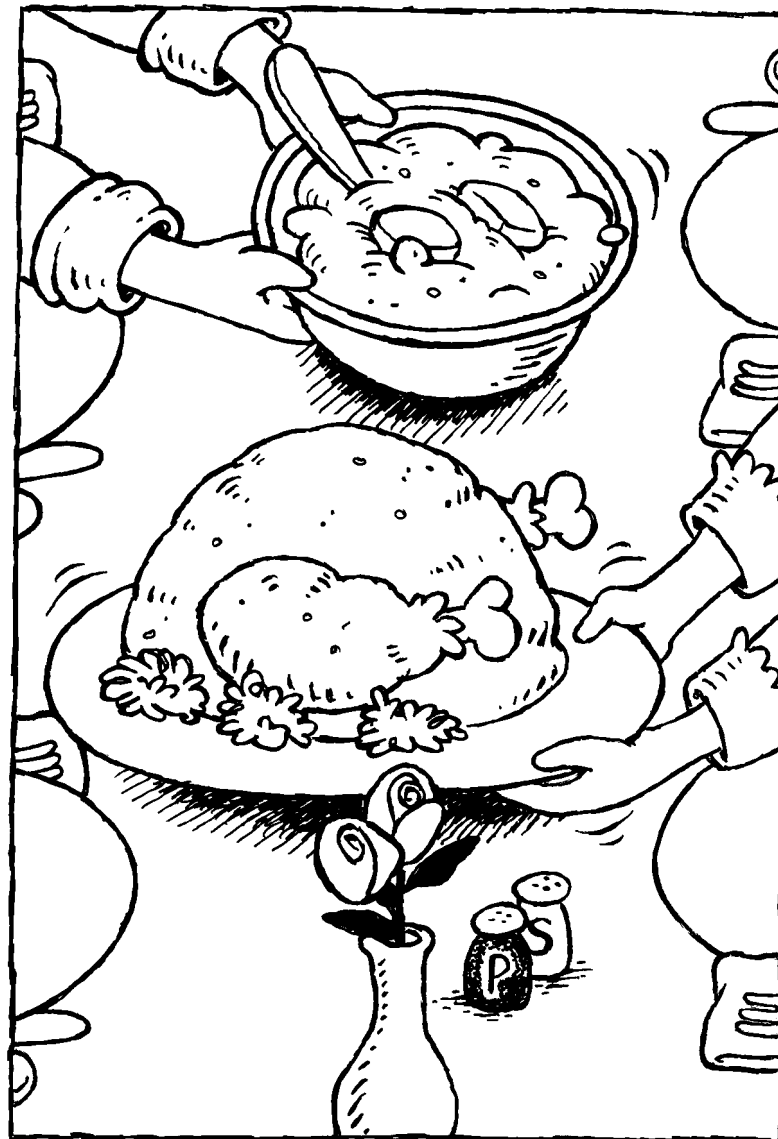
But Terrell's eating **habits** were about to change.



It happened one Thanksgiving.



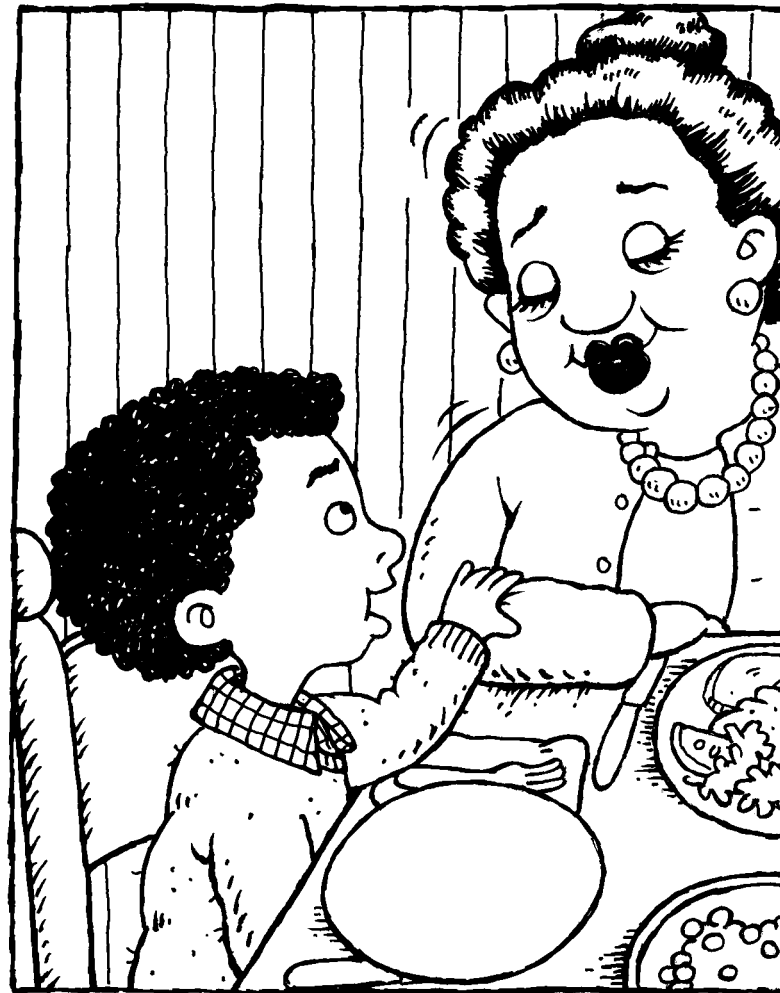
Terell looked at all the food.
He saw that there was no pasta
with butter and cheese!



The family started to pass the turkey
and mashed potatoes.



They passed the beans
and baked apples.
They passed the stuffing
and sweet potatoes.



"Grandma Kay," Terrell said.
"Do you have any pasta with butter
and cheese?" he asked.
"No," she said.



"I do have a gift for you," she told him.
"You must taste all the food to get it,"
she said.
Terrell didn't want to taste the food.



But he did want a gift.
He put some food in his mouth.
Then, he tasted this food and
that food.

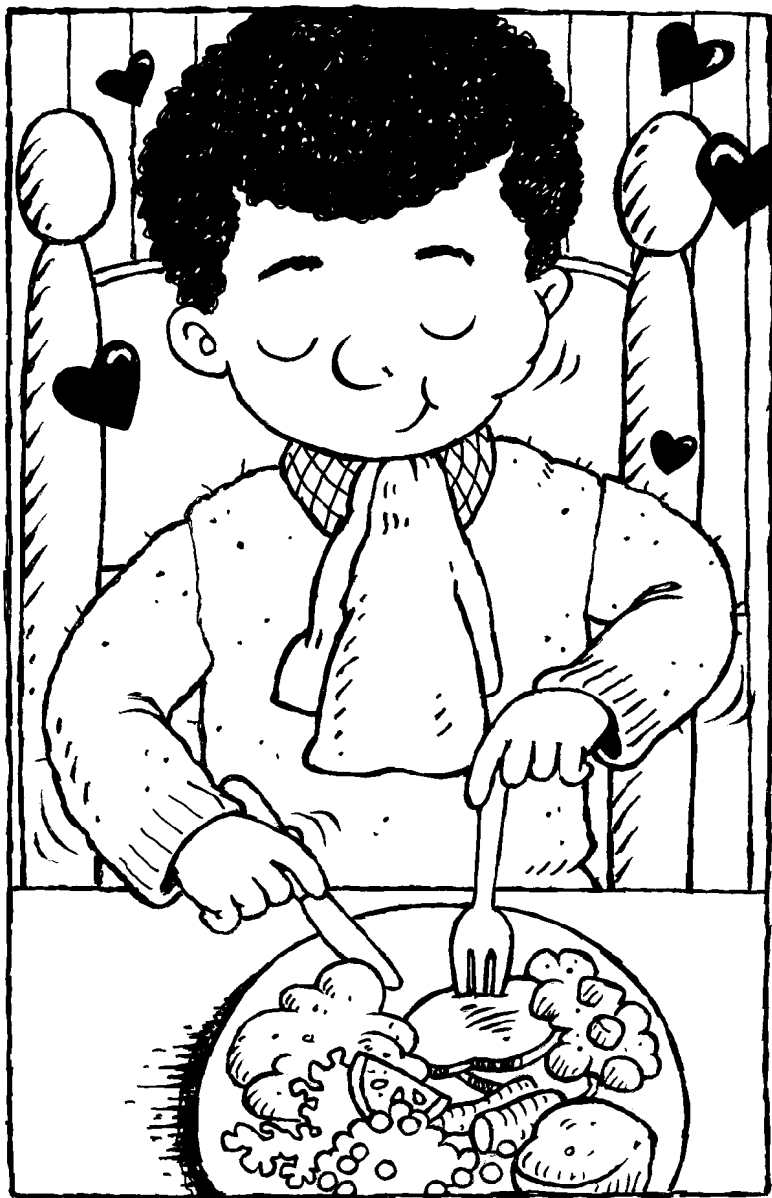


"Yum!" he shouted.



"It looks like your **taste buds** are now awake," said Grandma Kay.

"This is my gift to you!"



Terrell never forgot that Thanksgiving.
Now his taste buds try everything.

Glossary

breakfast

(n.)

the first meal of the day (p. 4)

dinner

(n.)

the main meal of the day (p. 5)

fussy

(adj.)

hard to please
(p. 3)

habits

(n.)

the usual way of acting or doing something (p. 5)

lunch

(n.)

a meal in the middle of the day (p. 4)

taste buds

(n.)

the sense organs on the tongue that give information about the taste of food being eaten (p. 14)

Name _____

Book Title: _____

Character

Setting



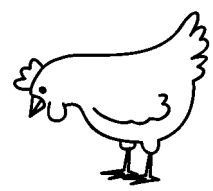
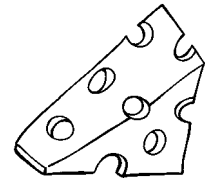
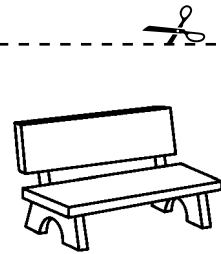
Problem

Solution

INSTRUCTIONS: Have students write the story elements as they read the story.

Name _____

Begins with ch	Ends with ch



INSTRUCTIONS: Say the names of the pictures with students. Have them place the pictures in the correct column.

Name _____

1. There was no pasta with butter and cheese _____
2. Terrell looked at the food _____
3. Yum, I like this food _____
4. I have a gift for you _____
5. Wow, this food is great _____
6. What a great gift _____

YUM!



INSTRUCTIONS: Have students read the sentences and add exclamation marks to sentences that show excitement or surprise.

Name _____

beans

1. apples

butter

cheese

2. cereal

banana

potatoes

3. pasta

turkey

stuffing

4. sweet potatoes

peanut butter

INSTRUCTIONS: Have students place the groups of words in alphabetical order on the lines provided.

Nami's Gifts

A Reading A-Z Level H Leveled Reader

Word Count: 220




Reading a-z

Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

Nami's Gifts



Written by Alyse Sweeney
Illustrated by Kaori Tajima

www.readinga-z.com

Nami's Gifts



Written by Alyse Sweeney
Illustrated by Kaori Tajima

www.readinga-z.com

Nami's Gifts
Level H Leveled Reader
© Learning A-Z, Inc.
Written by Alyse Sweeney
Illustrated by Kaori Tajima

All rights reserved.

www.readinga-z.com

Correlation

LEVEL H

Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



The winter holidays were here
at last!



It was Nami's job to make a special
gift for everyone.
It was her family's **tradition**.



Grandma Kato loves plants.
Nami made her grandma
a flowerpot.
Then, she put it in a red box.



Grandpa Kato loves sugar cookies.
Nami made her grandpa cookies.
Then, she put them in a red box.



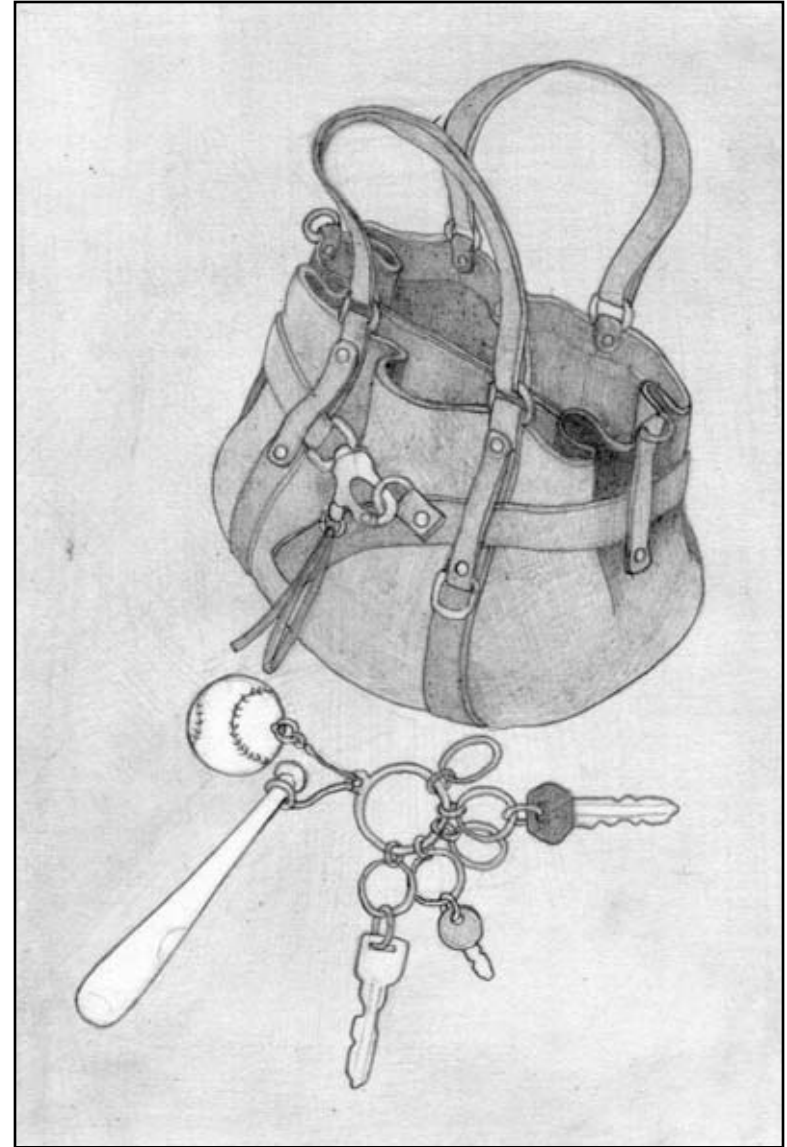
Cousin Mika loves elephants.
So Nami wrote her cousin
an elephant story.
Then, she put it in a red box.



Uncle Yuri **collects** coins.
So Nami made her uncle
a large clay coin.
Then, she put it in a red box.



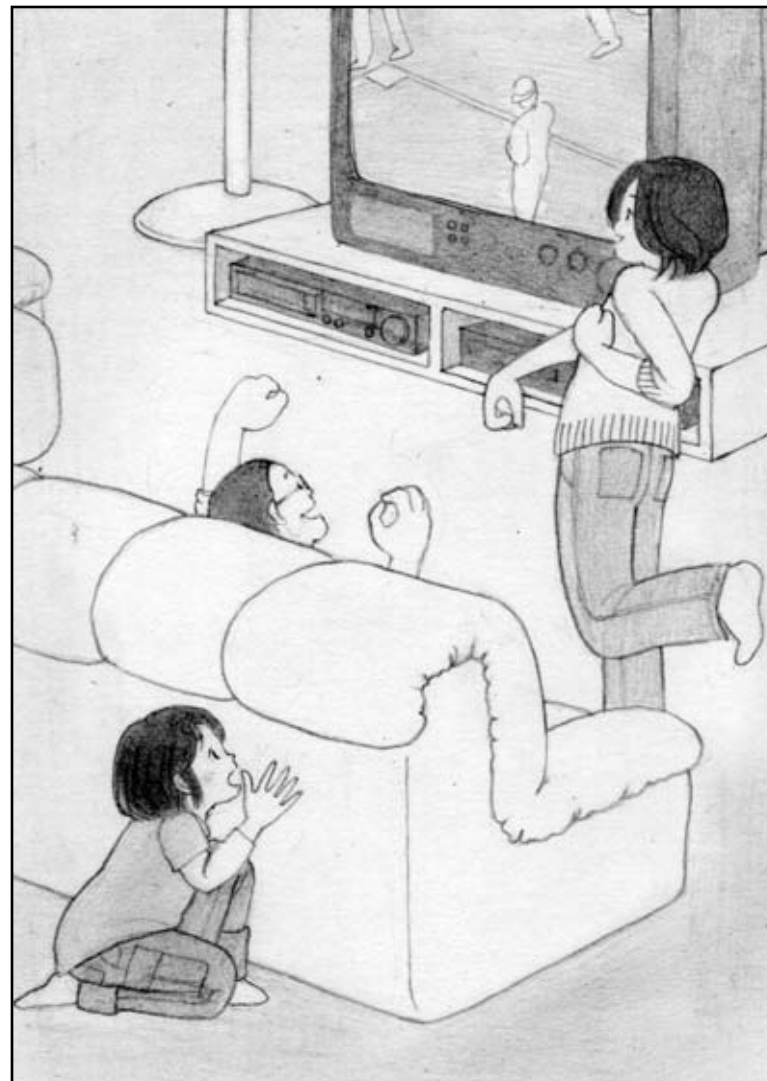
Nami didn't know what to make
for Aunt Hoshi!
She didn't know what was special
to her aunt.
Nami looked for **clues**.



First, Nami saw that Aunt Hoshi had
a baseball key ring.



Then, Nami saw Aunt Hoshi's socks.
They had tiny baseballs on them.



Next, Nami saw Aunt Hoshi
watching baseball on TV.
Nami knew just what to do.



At last, it was time for Nami to give her gifts.
Each person smiled when they opened the gift made just for them.



Aunt Hoshi jumped up when she took hers out of the box.
“Let’s play ball!” she called.



Then she went to the basement holding her baseball and bat. The family played baseball late into the holiday night.

Glossary

- clues** (*n.*) hints that help solve a problem or mystery (p. 9)
- collects** (*v.*) to gather together (p. 8)
- gift** (*n.*) a thing given to someone because of friendship, thanks, or love (p. 4)
- tradition** (*n.*) customs, beliefs, or other knowledge that is passed down from the parents to their children (p. 4)

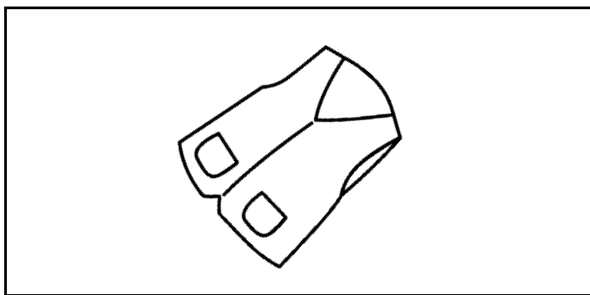
Name _____

Book Title: _____

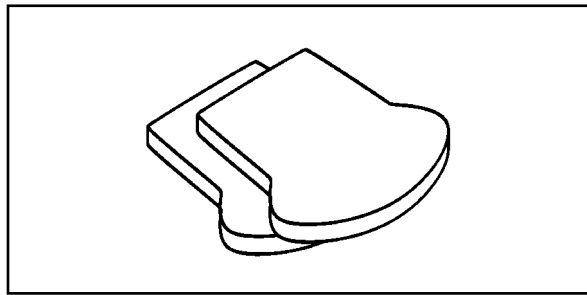
What is the problem?	
Who has the problem?	
How is the problem solved?	

INSTRUCTIONS: Have students answer the questions to describe the main problem and solution in the book.

Name _____



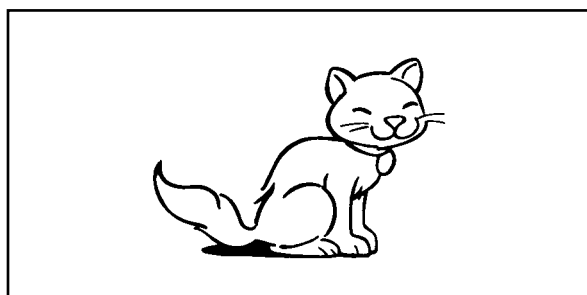
ve _____



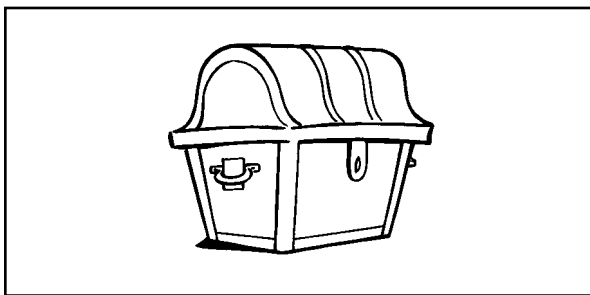
toa _____



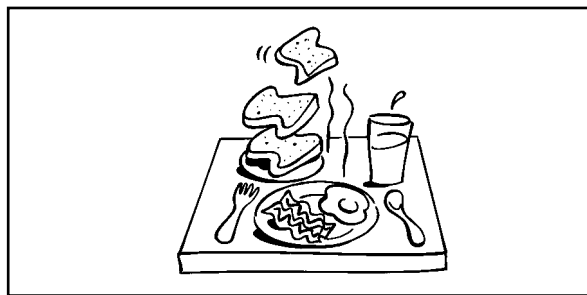
ne _____



ca _____



che _____



breakfa _____

INSTRUCTIONS: Say the names of the pictures with students. Have them write the *st* blend in the blanks to complete the words that end in *st*.

Name _____

1. Nami baked cookies for Grandpa Kato.

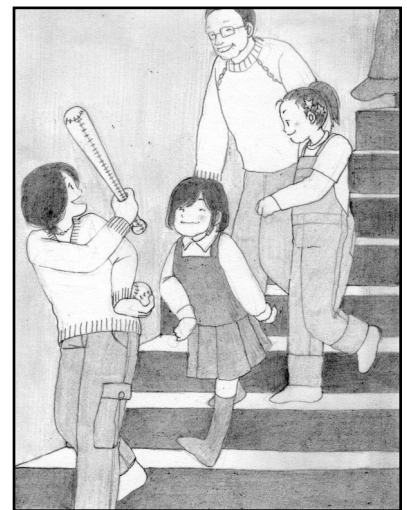
2. Each person smiled when they looked at their gift.

3. Cousin Mika liked her elephant story.

4. Grandpa Kato shared his sugar cookies.

5. Uncle Yuri opened his coin.

6. The whole family played ball.

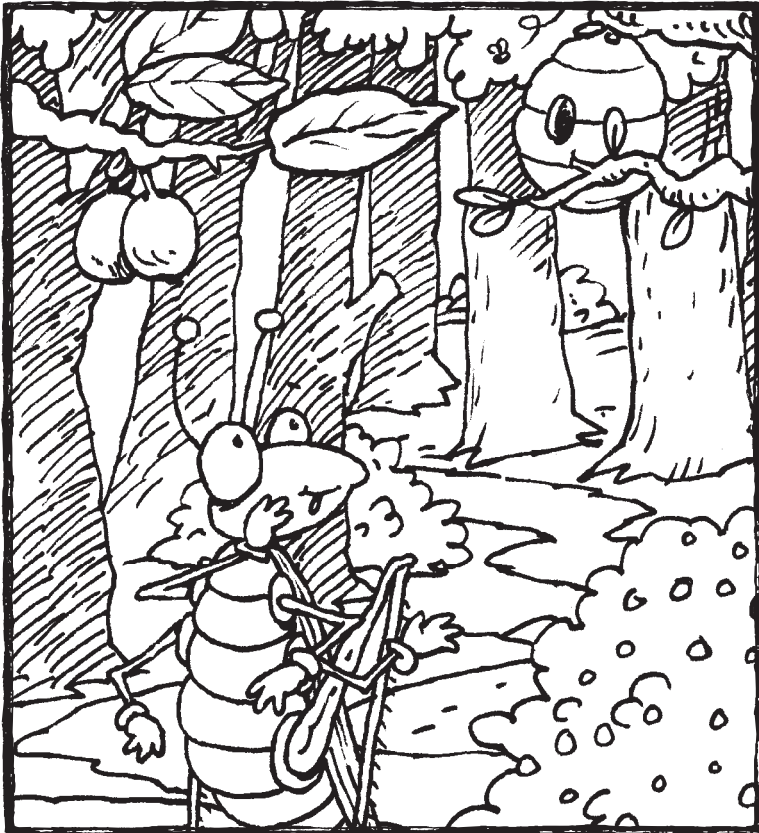


INSTRUCTIONS: Read each sentence with students and have them underline the past-tense verb(s). Have students use the past-tense verb in a sentence on the lines provided.

Grasshopper's Gross Lunch

A Reading A-Z Level H Leveled Reader

Word Count: 181




Reading a-z

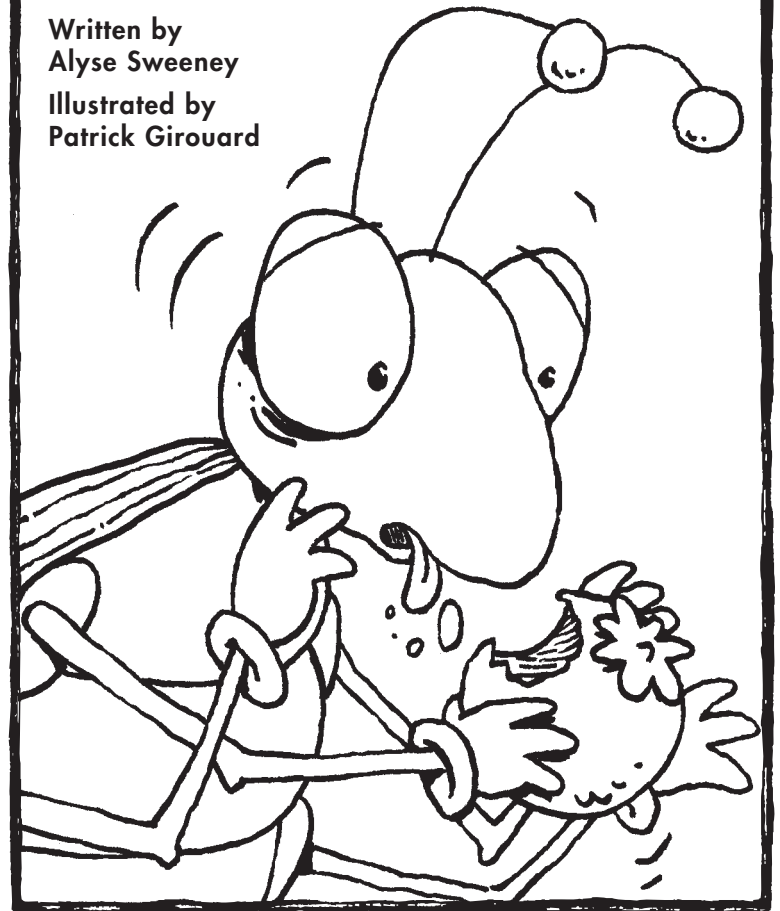
Visit www.readinga-z.com
for thousands of books and materials.

LEVELED READER • H

Grasshopper's Gross Lunch

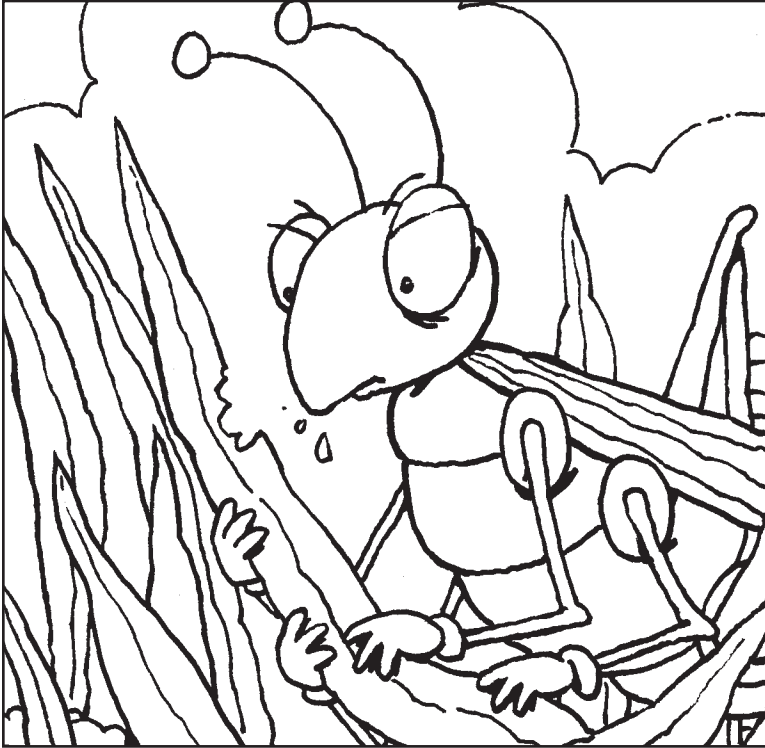
Written by
Alyse Sweeney

Illustrated by
Patrick Girouard



www.readinga-z.com

Grasshopper's Gross Lunch



Written by Alyse Sweeney
Illustrated by Patrick Girouard

www.readinga-z.com

Grasshopper's Gross Lunch
Level H Leveled Reader
© Learning A-Z, Inc.
Written by Alyse Sweeney
Illustrated by Patrick Girouard

All rights reserved.

www.readinga-z.com

Correlation

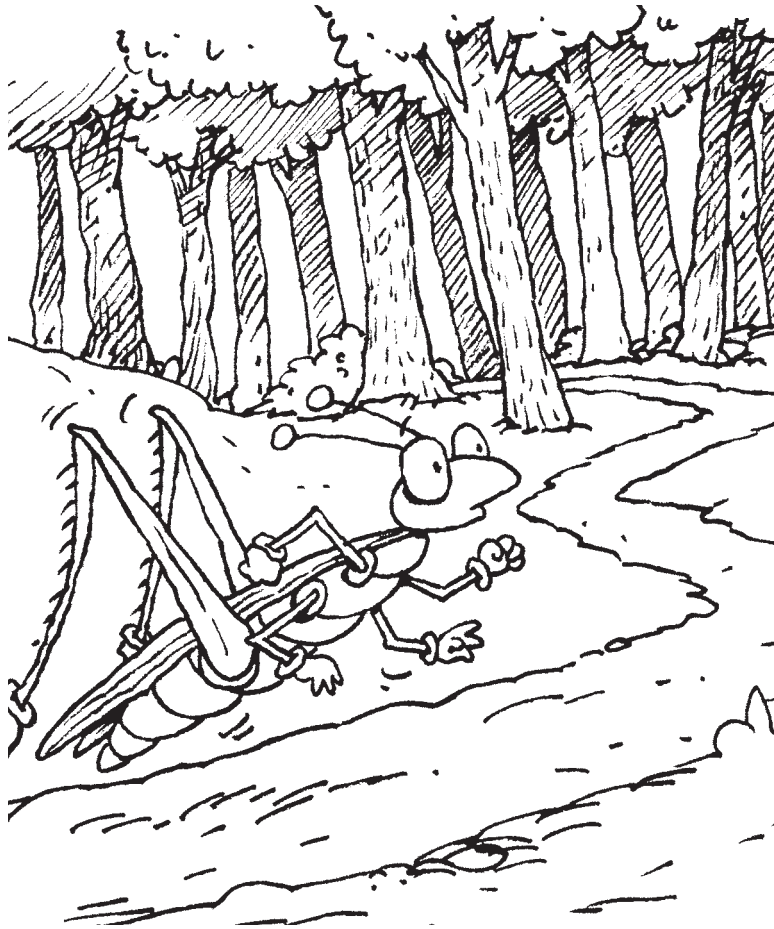
LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



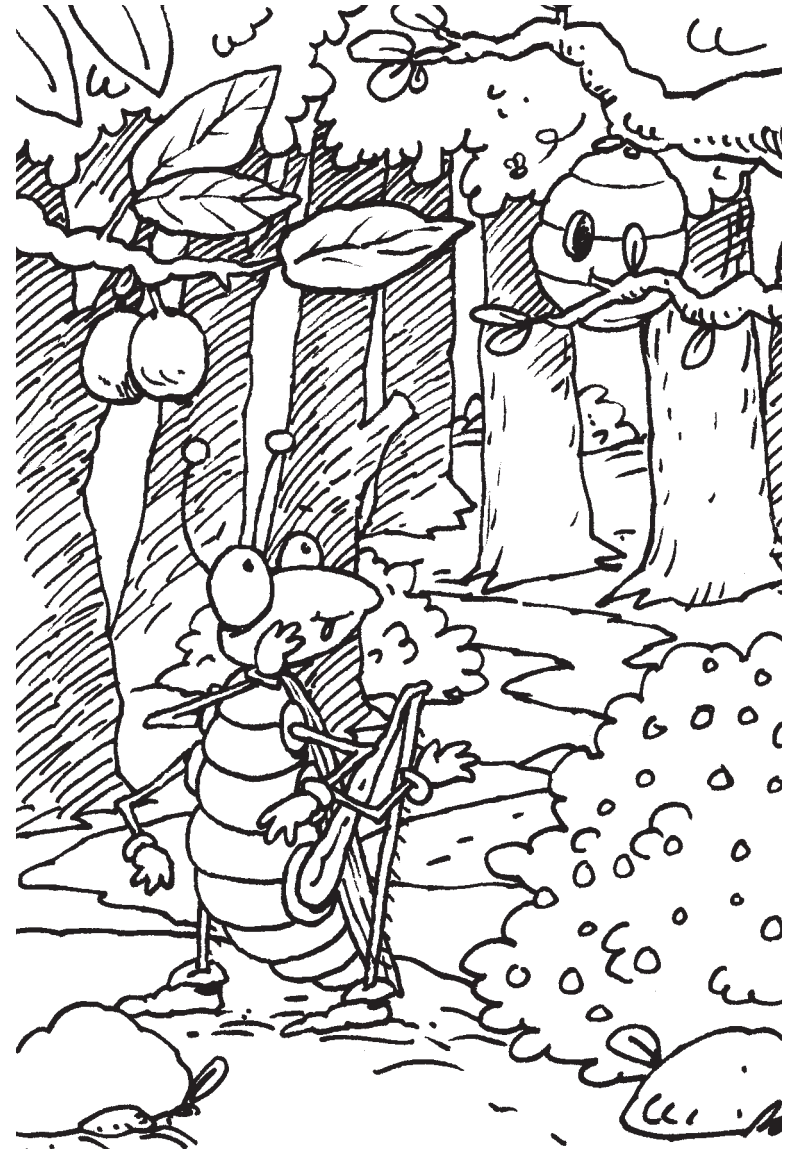
Day after day, the green
grasshopper grazed.
Most of the time, Grasshopper
grazed on green leaves.



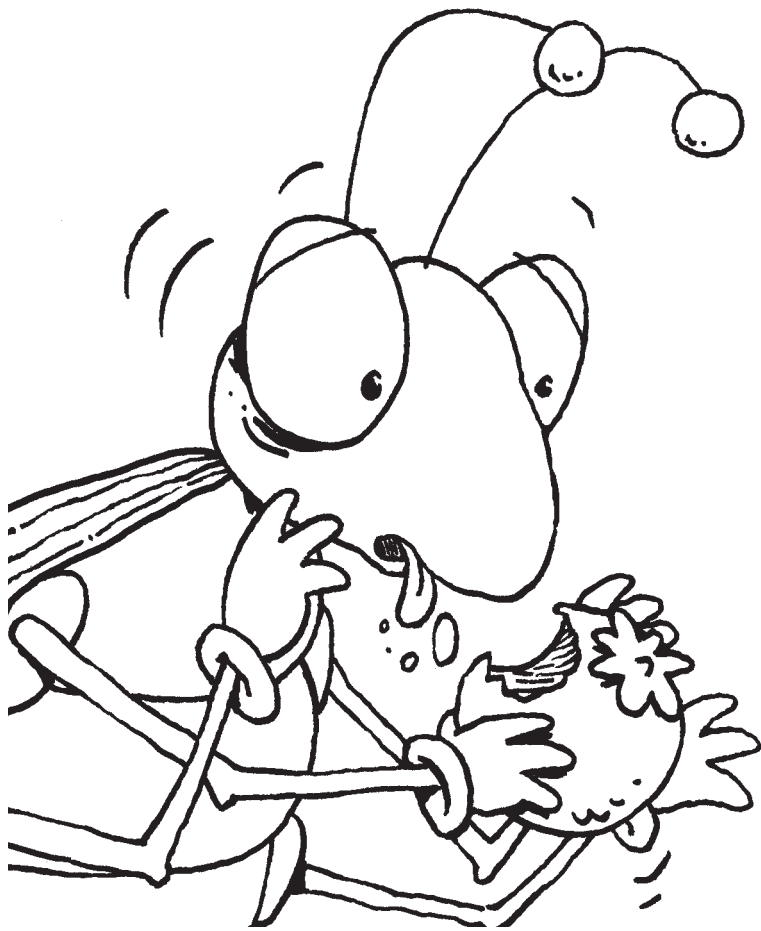
Sometimes, he grazed on grass.



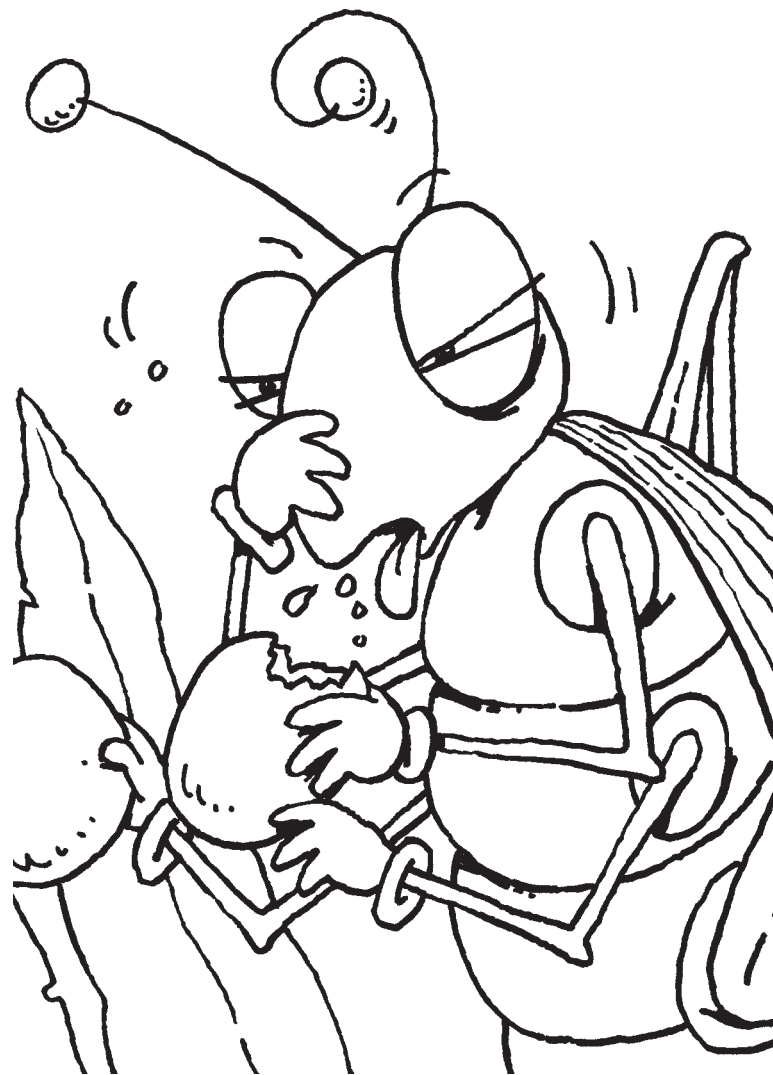
But Grasshopper was tired of
grazing on green leaves and grass.
"I'm going to eat new food today,"
he said.
Then, he hopped into the forest.



Grasshopper grinned when he saw
all the new food to eat.



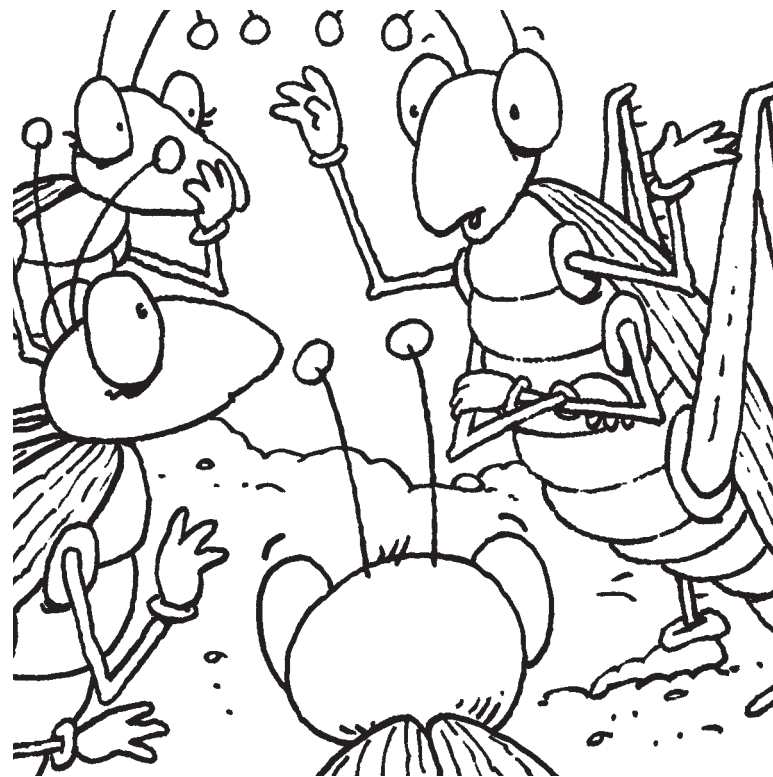
"Maybe these green berries will taste great," said Grasshopper.
"Gross!" he groaned.
He hopped to find something else to eat.



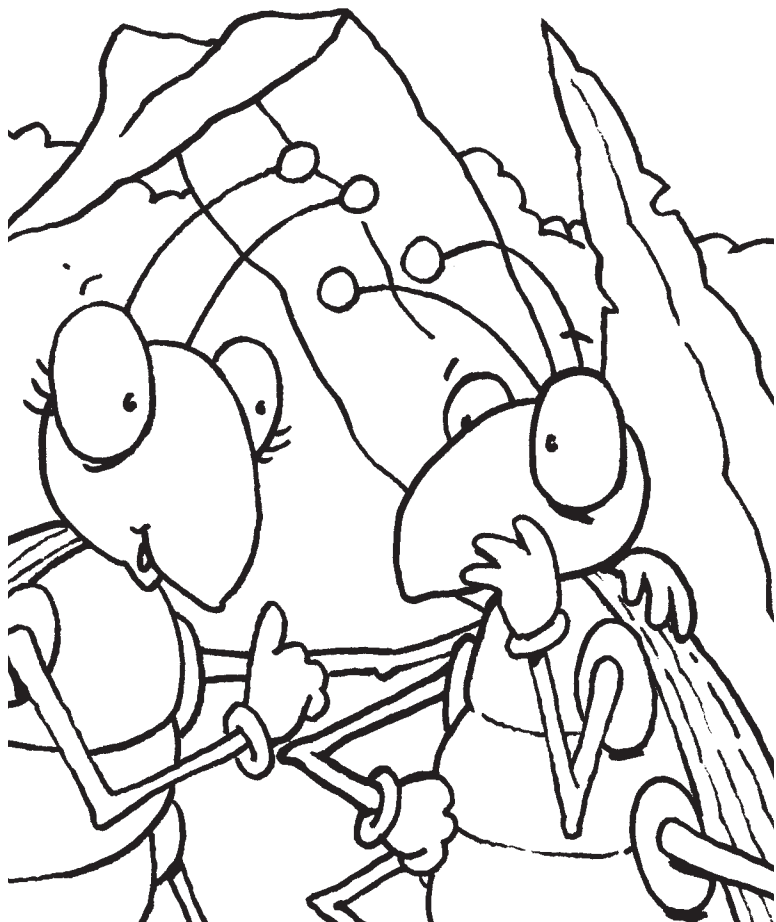
"Maybe these gray nuts will taste great," said Grasshopper.
"Gross!" he groaned, hopping on.



"Maybe this sweet honey will taste great," said Grasshopper.
 "Gross!" he groaned.
 "I'm hopping home to graze on green leaves and grass," said the grumpy grasshopper.



At home, Grasshopper greeted his friends.
 He said, "I just ate berries, nuts, and honey."
 "Those foods aren't great for grasshoppers like me. They're gross!" he said.



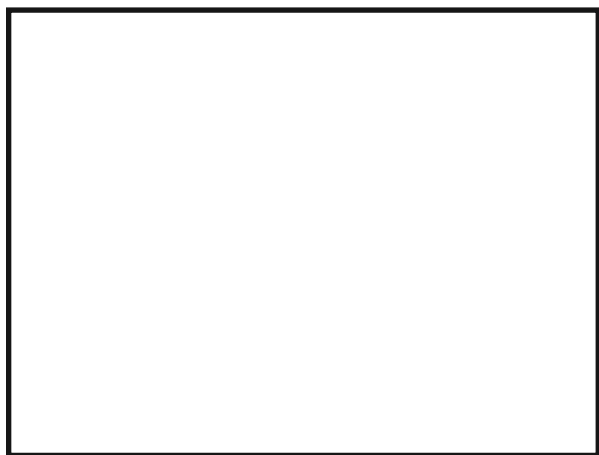
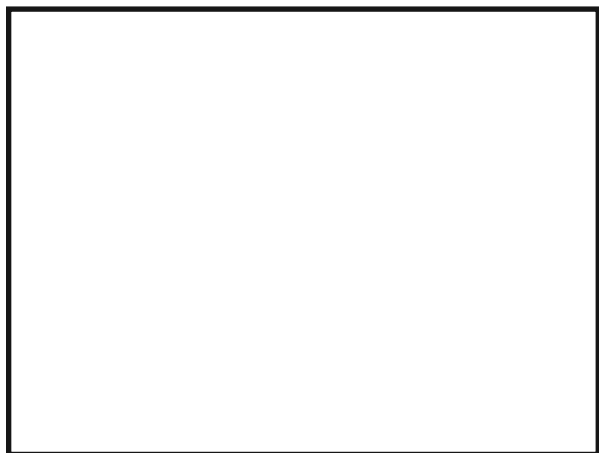
His friends said, "Don't you know?
Green leaves and grass are the
greatest foods for grasshoppers."
"Be glad you are a grasshopper!"
they said.



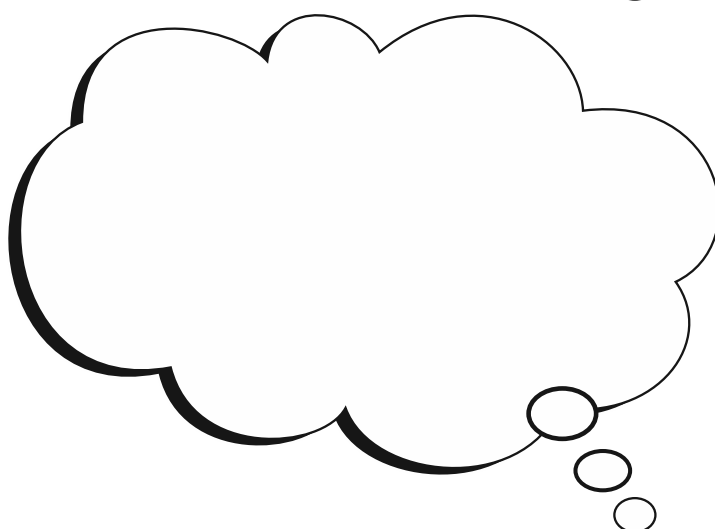
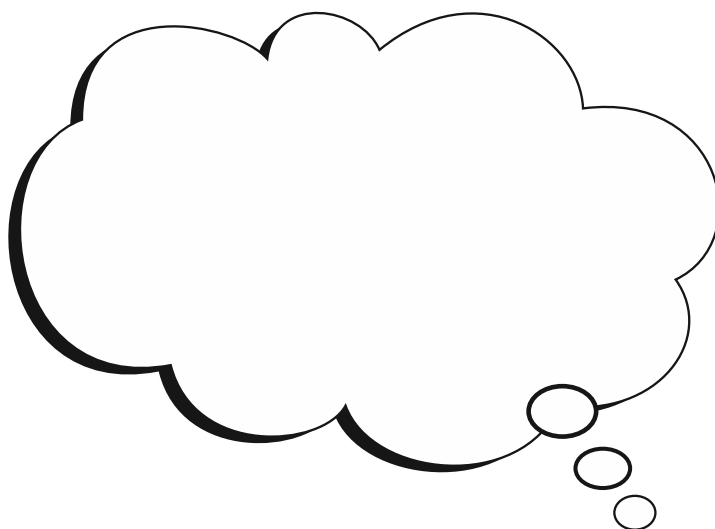
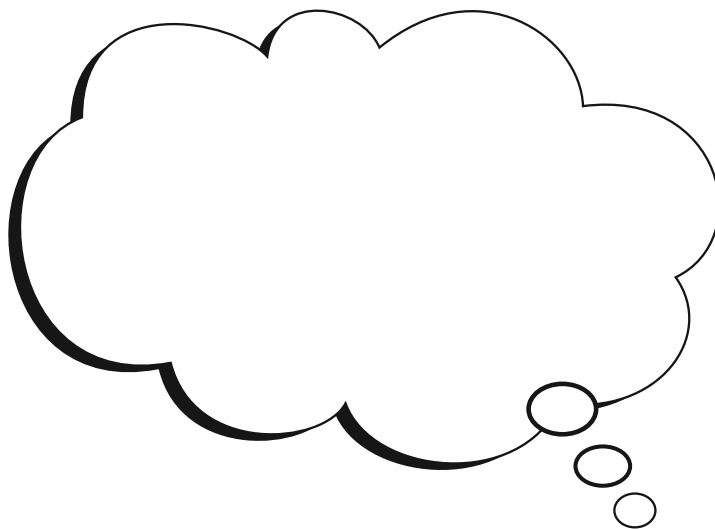
Now Grasshopper always grins as he
grazes on green leaves and grass.

Name _____

Real



Make-Believe

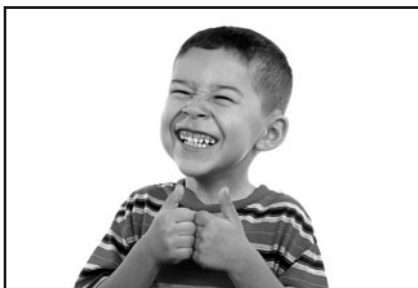


INSTRUCTIONS: Have students draw or write about three things in the book that are real. Then have them draw or write about three things in the book that are make-believe.

Name _____



GRASSHOPPER'S GROSS LUNCH • LEVEL H • 2



SKILL: CONSONANT BLEND Gr

INSTRUCTIONS: Say the names of the pictures with students. Have students place the *gr* blend on the line under each picture that begins with the /gr/ sound.

Name _____

Present-tense verbs	Past-tense verbs
grip	
grin	
hop	
rip	
nod	
stop	
ship	

My Sentence:

INSTRUCTIONS: Have students change each present-tense verb to the past tense by doubling the consonant and adding *ed*. Have students write an original sentence on the lines provided using two of the past-tense verbs.